

Proposal to Eliminate Academic Program **Pursuant to UW Regulation 6-43** **M.A. German**

Statement of the reasons for elimination of the program:

The M.A. in German has produced four graduates in the past five years. Recruitment for the graduate program is almost exclusively from within (B.A. majors) which does not make for a strong program. At present, there are no GA's assigned to the German program. Graduate courses are often co-enrolled 4000/5000 levels with both undergraduates and graduate students.

It is recommended that the M.A. in German be discontinued, and that the B.A. be maintained. The Department of Modern and Classical Languages has indicated a possible new degree— a unified World Languages M.A. for Wyoming teachers. We recommends this path forward be investigated. This would maintain a small number of graduate course offerings in German to complement that degree.

Description of the program and relevant data:

Describe the mission, curriculum, content and format of the program:

As a department of foreign languages, literatures, and cultural studies, students are prepared for life and careers in an increasingly global world. Our program in German enables students to combine their language training with interdisciplinary study of the regions where their language is spoken.

The Department of Modern and Classical Languages offers programs leading to a Master's degree in French or German under two plans: one with a Master's thesis designed for students who intend to continue their studies in a Ph.D. program elsewhere, and one with an expanded research paper designed for students who would like to work in secondary education or similar fields.

a. *Thesis Degree:* Candidates must complete 26 hours of graduate course-work beyond an acceptable undergraduate major; a thesis; and an oral examination.

b. *Non-Thesis Degree:* Candidates must complete 30 hours of course-work beyond an acceptable undergraduate major; an expanded research paper; and written and oral comprehensive examinations.

5070. 4th Year German. 3. Emphasizes weekly compositions and corrective practice, stylistic analysis of representative texts, and group discussions on prepared topics. Dual listed with GERM 4070. *Prerequisite:* GERM 3060.

5095. Masterpieces of Germ Literature in English. 3. Introduces students to masterpieces of German literature in English translation from the Age of Enlightenment to the present. Discussions of the literary movements and periods, authors and the cultural, social and historical background in which these masterpieces were written are included in the interpretations of the texts. Dual listed with GERM 4095. *Prerequisite:* graduate standing.

5100. A Survey of German Literature I. 3. A study of German literature and civilization from the Middle Ages to the seventeenth century. Dual listed with GERM 4100. *Prerequisite:* GERM 2140 or equivalent.

5110. A Survey of German Literature II. 3. A study of German literature and civilization from the eighteenth century to the end of the twentieth century. Dual listed with GERM 4110. *Prerequisite:* GERM 2140 or equivalent.

5145. Weimar Classicism. 3. Introduces students to Weimar Classicism, one of the crucial period in German literature and culture. Explores the foundation of the movement, its cultural and historical contexts, aesthetic and philosophical principles, and significant works written by Goethe and Schiller during this period. Taught in German. Students are expected to read, write and discuss in German. Dual listed with GERM 4145. *Prerequisite:* graduate standing.

5150. Studies in German Literature. 2-3 (Max. 6). An intensive study of a topic or an author. Designed primarily for graduate students, the course is open to seniors with permission of the instructor. *Prerequisite:* 12 semester hours of German literature at 4000-level.

5160. Graduate Readings. 1-5 (Max. 6). *Prerequisite:* undergraduate major or minor in the subject.

5170. Special Problems. 1-2 (Max. 6). *Prerequisite:* undergraduate major or minor in the subject.

5180. German Poetry. 3. A survey of poetry from the Middle Ages to the present. Emphasis on poetry after 1600. Treatment of formal elements and genre categories. Dual listed with GERM 4180. *Prerequisite:* GERM 2140.

5190. Contemporary German Drama. 3. A survey of the most important dramas and trends since 1945. Readings in the theory of modern drama. Dual listed with GERM 4190. *Prerequisite:* GERM 2140 or equivalent.

5230. 19th Century German Drama. 3. Popular tastes and phonetic intellectual endeavors in nineteenth century drama after the age of Goethe. Survey of the literature during Romanticism, Young Germany, Realism, Naturalism, and Expressionism. Dual listed with GERM 4230. *Prerequisite:* GERM 2140 or equivalent.

5240. German Literature of the Romantic Period. 3. An introduction to the philosophical bases of German Romanticism and analysis of representative works of prose and poetry. Dual listed with GERM 4240. *Prerequisite:* GERM 2140 or equivalent.

5255. 19th Century German Novellas. 3. Studies a wide selection of German novellas from the period when this genre flourished in the German-speaking world, with a popularity unparalleled in the rest of Europe. Examines the form's origins, evolution, reception, and theory. Dual listed with GERM 4255. *Prerequisite:* GERM 2140 or equivalent.

5265. A Divided Nation: Politics and Culture in Germany 1945-1990. 3. Introduces students to major political, ideological and cultural developments in East and West Germany between 1949 and 1990. Investigates the construction of national identities based on major writings by East and West German philosophers, intellectuals and creative writers. Taught in German. Dual listed with GERM 4265. *Prerequisite:* GERM 2140 or equivalent, graduate standing.

5275. Contemporary Migration Literature. 3. Introduces students to a range of recent cultural productions by artists identified with immigrant communities or communities of color. Topics examined include: the intersections of gender, race, culture, and class; experiences of different minorities in unified Germany; question of national and transnational identity, self-representation, immigration, multiculturalism and integration debates. Taught in German. Students are expected to read, write and discuss in German. Dual listed with GERM 4275. *Prerequisite:* GERM 2140 or equivalent.

5285. 20th/21st Century German Film. 3. Introduces students to classical German films, and thereby enhances their skills to conduct research in the Humanities. Themes to be discussed: representation of authority, issues of race and gender, German culture and history, the Americanization of German culture, minorities in contemporary German. Taught in English. Dual listed with GERM 4285. *Prerequisite:* graduate standing.

Describe the role of the program within the context of the college and the mission of the University:

In UW's Department of Modern & Classical Languages students learn to see the world through new eyes and gain a wider perspective and appreciation of people from widely diverse cultures. As a department of foreign languages, literatures, and cultural studies, students are prepared for life and careers in an increasingly global world. Programs enable students to combine their language training with interdisciplinary study of the regions where their language is spoken through study-abroad opportunities in numerous locales.

According to the UW's strategic plan UP4, the first of three main goals is to "Prepare UW graduates to compete in a global economy." A Bachelor's degree in German with

its dual focus on language proficiency and cultural understanding completely fulfills UW's mission to its students. As the only 4-year institution in the state, a German program is vital to the University's mission. UW's mission states that "we strive to have our students compete in – and contribute to – a global society by embracing critical thinking, lifelong learning, and diverse cultural perspectives." In addition, UW's Goal 3 objective 5 demands that we "recognize the value of domestic and international diversity to UW and to the State of Wyoming".

In addition, together with the College of Education Secondary Degree in German, we educate the future high school instructors of German for the state of Wyoming.

German also supports the wider mission of the State of Wyoming to provide language education for its population. From the stipulation of language education in the Merrill Act to the recent addition of K-12 language instruction as part of the State of Wyoming Education requirement, providing a German major at UW gives language learners across the state a place to continue their language education as well as educating the future language instructors for the state. Currently, most if not all of the German language instructors at the K-12 and community college level received their degrees at UW. For the past seven years, members of the German section have been actively involved in statewide efforts to improve language education through 1) the High School to College Transition Project led by the Wyoming School-University Partnership which has included articulation for high school and community college language teachers and 2) Wyoming Content and Performance Standards Review (2010-2011). These efforts help fulfill UW's Goal 3 to "expand statewide engagement to further the well-being of Wyoming citizens" and its first objective to "continue to build on existing strategic partnerships with Wyoming's Community Colleges."

According to the State of Wyoming Education statutes: "The college, or department of science, shall embrace courses of instruction in the mathematical, physical and natural sciences, together with such courses in language, literature and philosophy as shall constitute a liberal education."

The importance of language learning is also being recognized by the US Congress, stating that "We write to request that the American Academy undertake a new study, proceeding from the excellent work presented in *The Heart of the Matter*, to examine the nation's current capacity in languages, and how a greater attention to language training can improve the education of a citizenry prepared to thrive in a multicultural society participating in a global economy and how such preparation influences international cooperation and diplomacy, trade and foreign investment, national security and the ability of all Americans to enjoy a rich and meaningful life. English is no longer sufficient as a lingua franca —neither at home or abroad. The percentage of the world's population that speaks English as a first language is declining rapidly; if current demographic trends continue, only 5% will be native English speakers by 2050."

Financial data relevant to the academic program:

Cost data is for ENTIRE department and is not disaggregated by degree.

Ratio of student credit hours per FTE (AY 2014/15): 742.6

Direct instructional expenditures (FY 2015): \$1,888,419

i) Per student FTE: \$5,456

ii) Per total degrees awarded: \$52,456

iii) Non-personnel expenditures / total academic FTE: \$4,627

Course enrollment (AY 2014/15)

Classes falling under university minimums: 18

Lower-division courses falling under university minimums: 7

Research expenditure per tenure-track FTE (FY 2015): \$0

Other instructional cost drivers

Section fill rates

Average Undergraduate Students per Course: 14 (total enrolled 1485 / 105 courses)

Average Lower Division Students per Course: 18 (total lower 1167 / 64 courses)

Average Upper Division Students per course: 9 (total upper 305 / 34 courses) Average Graduate Students per Course: 1.7 (total enrolled 26 / 15 courses)

Fill Rate Per 25 cap course: $19.4/25 = 78\%$

Fill Rate Per 20 cap course: $12 / 20 = 60\%$

Fill Rate Per 15 cap course: $9 / 15 = 60\%$

Graduate Student Fill Rate: $1.7 / 5 = 34\%$

Overall Fill Rate: 58%

Faculty Courseload

Group 1 courses and Group 2 courses per term: 134

113 lecture/seminar courses; 21 independent study courses offered

$113/3 =$ average courseload over 5 years = 37.7; 7.5 courses per academic year

- a. Research expenditures per tenured/tenure-track FTE: No data available at this time.

Admission, enrollment and graduation data relevant to the program, including the number of students currently enrolled and the status of their progress toward graduation:

COLLEGE/DEPARTMENT Program	Master's Majors in Program					Total
	Fall Semesters					
	2011	2012	2013	2014	2015	
German	3	2	2	2	1	10

COLLEGE/DEPARTMENT Program	Master's Graduates					Total
	2010-11	2011-12	2012-13	2013-14	2014-15	
German	1	0	2	0	1	4

Describe the administration of the program:

Degree programs in German are situated in the Department of Modern & Classical Languages, College of Arts & Sciences, Department head Joy Landeira.

Describe the faculty and academic professionals who serve in the program, including their academic credentials, academic rank and length of service to the University:

Credentials of faculty:

Hannelore Mundt, Full Professor, Ph.D. University of California-Irvine

Rank: Professor

Length of Service: 23 Years (1992)

Rebecca Steele, Associate Professor, Ph.D., The State University of New Jersey

Rank: Associate Professor

Length of Service: 7 Years (2009)

Mark Person, Associate Lecturer, M.A., University of Wyoming

Rank: Associate Lecturer

Length of Service: 23 Years (1993)

Grants awarded:

Rebecca Steele

- 2016 Various, World Languages Day, \$6.4K
- 2015 International Travel Grant \$2K
Wyoming Humanities Institute for Research \$3K
Various, World Languages Day, \$5.5K
- 2013 UW President, Summer Study Abroad, \$10K
Various, World Languages Day, \$7K

Mark Person

- 2016 Language Lab Upgrade, \$16.8K
Community Engagement Mini-Grant, \$700
- 2013 Language Lab Upgrade, \$18K
- 2011 Language Lab Remodel, \$28.5K

Program reputation (Mundt and Steele have a research component. Person does not.)

Mundt, Hannelore. *International and National Constructions of German Memory Culture and German Identity.* (In preparation).

Mundt, Hannelore. "Framing the Past in Graphic Novels: Ulli Lust/Marcel Beyer's *Flughunde*, Barbara Yelin's *Irmina* and Volker Reiche's *Kiesgrubennacht*." *Gegenwartsliteratur: A German Studies Yearbook* 15 (2016).

Mundt, Hannelore. "From *Erdkunde* to *Kaltenburg*: Marcel Beyer's Never-ending Stories about the Past." *Gegenwartsliteratur: A German Studies Yearbook* 12 (2013): 321-345.

Mundt, Hannelore. "Excursions into German History and Poetic Voices: Marcel Beyer's *Falsches Futter*." *The German Quarterly* 84 (2011): 344-364.

Ette, Ottmar. *TransArea: a Literary History of Globalization.* Trans. **Mark Person.** Berlin/Boston: DeGruyter. (forthcoming September 30, 2016)

Humboldt, Alexander von. *Views of Nature.* Trans. **Mark Person.** Chicago: University of Chicago Press, 2014.

Person, Mark W. Review of German Culture and the Modern Environmental Imagination: Narrating and Depicting Nature by Sabine Wilke. *Environmental Values* April 2016 (print). http://www.whp-journals.co.uk/EV/reviews/136_Wilke.pdf (online).

Steele, Rebecca. "Truth, Lies, and Gender in Charlotte von Stein's *Die zwey Emilien*." (In preparation).

Steele, Rebecca. *The Politics of Ambiguity: The Veiled Language of Women's Emancipation in 19th Century German Literature.* (Under review).

Steele, Rebecca. "The Class-Bending Love Affair with the Factory Girl: Rejecting the

Western Capitalist Fantasy in Clara Viebig's "The Cigar Factory Girl" and "Margret's Pilgrimage." *Gender and Work*. Eds. Carolyn Prentice and Miglena Sternadori. Cambridge Scholars Publishing, 2016. 211-227.

Steele, Rebecca. "Vergewaltigung, Abtreibung und Selbstmord – Die Konsequenzen der weiblichen Sexualität? Eine tragikomische Deutung Hebbels Maria Magdalena." *Hebbel-Jahrbuch* 69 (2014): 118-143.

Steele, Rebecca. "The Great Cover-Up: The Double Containment of Woman in Friedrich Schiller's *Maria Stuart*." *Seminar* 49.4: (2013): 365-384.

Steele, Rebecca. "Does a Girl Have to Say No? – Rape and Sexual Discontentment in Friedrich Hebbel's Judith." *Hebbel-Jahrbuch* 67 (2012): 77-102.

Steele, Rebecca. "Reinterpreting Enite: Hartmann's Story of the Patient Wife in *Erec*." *Germanisch-Romanische Monatsschrift* 61.4 (2011): 379-394

Describe the program facilities, including classrooms and offices, library and equipment used by or dedicated to the program:

Offices, Hoyt Hall 106, 207, 208. However, the German B.A. will be unaffected, so these offices will remain assigned to these faculty.

Classrooms: The classroom used for teaching in the MA program are either centrally managed or department shared in the newly renovated Hoyt Hall.

The Language Lab is shared by all Modern and Classical languages faculty. The Language Laboratory is a vital multi-media resource that can aid students significantly in acquiring your target language. The Lab has 14 internet-connected computers for beginning language classes. In addition, all computers are equipped with DVD/CD-ROM players as well as webcams so that students may practice their new language by conversing with other students around the world in their native language.

The lab units see their most intensive use in first-year instruction in German, Spanish, French, Japanese and Russian, although students from all levels of language instruction are encouraged to utilize the language lab facilities. Each first-year class allots at least one hour weekly for lab practice. The department employs undergraduate language majors as lab attendants for about 35 open lab hours each week. This allows students to use the facility at their convenience and practice on their own. The facility is also used by foreign students studying English.

Students may use departmental computers for extra practice in language skills. The department continually acquires valuable new software for these purposes.

The library holds collections in all Modern and Classical Languages departmental sections. These would be unaffected, as the B.A. would be unaffected.

Evaluations from accrediting bodies or other reviewers of the quality of the program and its faculty and academic professionals

Not applicable.

Comparison of the program with related or similar programs:

The Spanish MA has more faculty and graduate students. It will be retained. Both the French and German MAs have similar numbers of both instructional personnel and graduate students. Both are to be eliminated in their present forms. They are simply too small to be viable. In addition, both programs have had a tendency to encourage their own undergraduate students to apply to their graduate programs, not recruiting enough students from outside UW to create a balanced student body.

Describe the anticipated effects of elimination of the program upon the college in which the program is situated, upon other colleges and units of the University, and upon the University as a whole, including:

Effects upon students enrolled in the academic program:

Master's programs are designed to be completed in two years. Students currently in the program will be informed that it will be phased out in two years. Since they are already enrolled, that should provide sufficient time for them to complete their degrees.

Effects upon faculty and academic professionals who serve in the program, including termination of any existing positions:

No faculty or APL positions would be terminated. The department is proposing a possible new World Languages Masters degree (focused on K-12 teachers) that could contain a German component; the undergraduate program will be retained; and most courses are taught cross-listed 4000/5000 level, so majors would continue to be enrolled in the courses.

Educational and financial effects upon other units of the University:

Minimal. Many undergraduate programs rely upon the German B.A. for coursework; but that program will be retained.

Effects upon faculty, academic professionals, staff, students and alumni of the University:

Minimal. The department is proposing a new World Languages Masters degree that would contain a German component; the undergraduate program will be retained; and most courses are taught cross-listed 4000/5000 level, so majors would continue to be enrolled in the courses.

Effects on the State of Wyoming, including loss of benefits conferred outside the University by the academic program:

The World Languages M.A. and the German undergraduate B.A. will continue to offer a pipeline for foreign language K-12 teaching credentials.

Implementation plan to be followed in the event the academic program is eliminated, including:

Procedures for handling current and future applications for admission:

No additional students will be admitted. Those who apply this year and in the future will be informed that this degree program is eliminated. If and when a new program in World Languages comes into being, students who may have applied to the former program will be contacted in a recruitment effort.

Plans for assisting currently enrolled students to complete the course of study:

Through the advising process, students will be informed that they have two years to complete degrees. They will be helped to design programs of study and committees so that all paperwork is complete and a plan is in place.

Plans for accommodating faculty and academic professionals who will be terminated or otherwise affected by elimination of the academic program:

The minimal number of instructional personnel (2-3) will be utilized in the Bachelor's degree program, which is to be retained.

**Proposal to Eliminate Academic Program
Pursuant to UW Regulation 6-43
M.A. French**

Statement of the reasons for elimination of the program:

The M.A. has produced ~1 graduate per year for the past twenty-five years. Recruitment for the graduate program is almost exclusively from within (B.A. majors) which does not make for a strong program. The GA's teach their lower level (intro) courses, leaving the faculty in French to teach small upper level classes. Many of these are co-enrolled with undergraduates and graduate students. A weak M.A. degree dilutes the efforts that should be focused on the B.A.

It is recommended that the M.A. in French be discontinued, and that the B.A. be maintained. The Department of Modern and Classical Languages is considering a unified World Languages M.A. focused on secondary teachers in the state.

Description of the program and relevant data:

Describe the mission, curriculum, content and format of the program:

As a department of foreign languages, literatures, and cultural studies, we prepare our students for life and careers in an increasingly global world. The program in French enables students to combine their language training with interdisciplinary study of the regions where their language is spoken.

A Graduate (Master's) Degree in French requires:

- 24 credit hours of courses selected among the 5000-level courses (depending on the offerings)
+ a Plan A M.A. Thesis
- Or 30 credit hours of courses selected among the 5000-level courses (depending on the offerings)
+ 4 Comprehensive Examinations (usually 3 Literature exams and 1 Language Exam) And a Plan B M.A. Paper.

Graduate Program Courses:

FREN 5080. Studiers in French Language. 3 FREN
4050. Studies in French Culture. 3 FREN 5120.
Medieval French Literature. 3
FREN 5130. Renaissance French Literature. 3 FREN
5140. 17th Century French Literature. 3 FREN 5160.
Graduate Readings. 1-5 (Max. 6)
FREN 5170. Special Problems. 1-2 (Max. 6). FREN
5250. 19th Century French Literature. 3 FREN 5260.
20th Century French Literature. 3

FREN 5350. Studies in French and Francophone Literatures. 3 FREN
5900. Practicum in College Teaching. 1-3 (Max. 3)
FREN 5920. Continuing Registration; On Campus. 1-2 (Max 16)
FREN 5940. Continuing Registration: Off Campus. 1-2 (Max 16)
FREN 5959. Enrichment Studies. 1-3 (Max. 99)
FREN 5960. Thesis Research. 1-12 (Max. 24)
FREN 5990. Internship. 1-12 (Max. 24)

Describe the role of the program within the context of the college and the mission of the University:

UW's Department of Modern & Classical Languages provides opportunities to learn and see the world through new eyes and gain a wider perspective and appreciation of people from widely diverse cultures. As a department of foreign languages, literatures, and cultural studies, we prepare our students for life and careers in an increasingly global world. Our programs enable students to combine their language training with interdisciplinary study of the regions where their language is spoken through study-abroad opportunities in numerous locales.

Financial data relevant to the academic program

Cost data is for ENTIRE department and is not disaggregated by degree.

Ratio of student credit hours per FTE (AY 2014/15): 742.6

Direct instructional expenditures (FY 2015): \$1,888,419

- i) Per student FTE: \$5,456
- ii) Per total degrees awarded: \$52,456
- iii) Non-personnel expenditures / total academic FTE: \$4,627

Course enrollment (AY 2014/15)

- i) Classes falling under university minimums: 18
- ii) Lower-division courses falling under university minimums: 7

Research expenditure per tenure-track FTE (FY 2015): \$0

Admission, enrollment and graduation data relevant to the program, including the number of students currently enrolled and the status of their progress toward graduation:

Numbers of graduates over 5-year period: MA Graduates = 6; number of students currently enrolled in program = 2

Graduate Degrees Completed Over 5-Year Period:

2010-2011: 1

2011-2012: 1

2012-2013: 2

2013-2014: 0

2014-2015: 2

Describe the administration of the program:

The French section, both undergraduate and graduate programs, is situated within the Department of Modern and Classical Languages, College of Arts and Sciences, Department Head Dr. Joy Landeira.

Describe the faculty and academic professionals who serve in the French program, including their academic credentials, academic rank and length of service to the University:

Dr. Khama-Bassili Tolo, Ph.D., French (Vanderbilt University)

Rank: Associate Professor

Length of Service: 26 Years (1990)

Dr. Ekaterina Alexandrova, Ph.D., French (University of Pennsylvania)

Rank: Assistant Professor

Length of Service: 4 Years (2012)

Ms. Bénédicte Pia Sohier, M.A., French (University of Indiana, Bloomington)

Rank: Associate Lecturer

Length of Service: 7 Years (2009)

Describe the program facilities, including classrooms and offices, library and equipment used by or dedicated to the program:

Offices: Hoyt Hall 223, 224, 227, 319. However, the French B.A. will be unaffected, so these offices will remain assigned to these faculty.

Classrooms: The classroom used for teaching in the MA program are either centrally managed or department shared in the newly renovated Hoyt Hall.

The Language Lab is shared by all Modern and Classical languages faculty. The Language Laboratory is a vital multi-media resource that can aid students significantly in acquiring your

target language. The Lab has 14 internet-connected computers for beginning language classes. In addition, all computers are equipped with DVD/CD-ROM players as well as webcams so that students may practice their new language by conversing with other students around the world in their native language.

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Students may use departmental computers for extra practice in language skills. The department continually acquires valuable new software for these purposes.

The library holds collections in all Modern and Classical Languages departmental sections. These would be unaffected, as the B.A. would be unaffected.

Evaluations from accrediting bodies or other reviewers of the quality of the program and its faculty and academic professionals

Not applicable

Comparison of the program with related or similar programs:

The program provides strong service at the undergraduate level to multiple majors across UW.

Describe the anticipated effects of elimination of the program upon the college in which the program is situated, upon other colleges and units of the University, and upon the University as a whole, including:

Effects upon students enrolled in the academic program:

Students currently in the program will be allowed to complete. Since it is a two year program, should this program be eliminated, all students currently in the program should be finished in one year. Up to two years will be permitted.

Effects upon faculty and academic professionals who serve in the program, including termination of any existing positions:

No faculty or APL positions would be terminated. The department is proposing a new World Languages Masters degree that would contain a French component; the undergraduate program

will be retained; and most courses are taught cross-listed 4000/5000 level, so majors would continue to be enrolled in the courses.

Educational and financial effects upon other units of the University:

Minimal. Many undergraduate programs rely upon the French B.A. for coursework; but that program will be retained.

Effects upon faculty, academic professionals, staff, students and alumni of the University:

Minimal. The department is proposing a new World Languages Masters degree that would contain a French component; the undergraduate program will be retained; and most courses are taught cross-listed 4000/5000 level, so majors would continue to be enrolled in the courses.

Effects on the State of Wyoming, including loss of benefits conferred outside the University by the academic program:

The World Languages M.A. and the French undergraduate B.A. will continue to offer a pipeline for foreign language K-12 teaching credentials.

Implementation plan to be followed in the event the academic program is eliminated, including:

Procedures for handling current and future applications for admission:

No additional students will be admitted. Those who apply this year and in the future will be informed that this degree program is shuttered. If and when a new program in World Languages comes into being, students who may have applied to the former program will be contacted in a recruitment effort.

Plans for assisting currently enrolled students to complete the course of study:

Through the advising process, students will be informed that they have up to two years to complete degrees. They will be helped to design programs of study and committees so that all paperwork is complete and a plan is in place.

Plans for accommodating faculty and academic professionals who will be terminated or otherwise affected by elimination of the academic program:

The minimal number of instructional personnel (2-3) will be utilized in the Bachelor's degree program, which is to be retained.



College of Arts and Sciences

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16 December 2016

MEMO

TO: Kate Miller
Provost/VPAA

FROM: Paula M. Lutz *Paula M. Lutz*
Dean, Arts and Sciences

RE: Program Review for MA in French (Modern and Classical Languages): Dean's Response, 1st comment period

I am to summarize consultations with faculty, AP's, and students in this program, which occurred during the first comment period. The program review packet submitted by the department contained numerous letters of support from individuals (primarily students and alumni). Since the decision to eliminate this program has continued forward, I collected responses from faculty (tenure-track and AP's), staff, students, alumni, and friends of the program using a Google Survey tool. This was sent to the DH on October 20, with a request to give the survey wide distribution.

For this program, there were two responses to the survey—one each from a staff and a community member. The staff member commented that teachers across the state need graduate language courses for professional development. The department is proposing a unified “World Languages and Literatures” M.A. for Wyoming secondary teachers (see below) which would alleviate this concern. The community member's comment dealt with the need for our graduates to have increased language skills. A focus on the B.A. would help accomplish that.

This morning I received the department's comments on this degree program, including comments from a faculty member teaching in the program. I appreciate their pragmatic approach—they agree to the elimination of the MA in French while requesting support for the proposed “MA in World Languages and Literatures.” I have indicated my support for such a degree, focused on secondary school teachers in the state.

Another opportunity for comment by faculty came during my annual departmental visit this fall. These are times set aside to discuss any matters of concern in the department. During my visit to MCL, there was a lively discussion of strategic planning, but program eliminations did not come up during the Q&A.

It remains the recommendation of the Dean, and now the department agrees, that the M.A. in French be discontinued, and that the B.A. be maintained. As stated above, the Department of MCL is proposing a unified "World Languages and Literatures" M.A. The Dean recommends this as the path forward, with a reduced number of graduate course offerings in French.



UNIVERSITY OF WYOMING

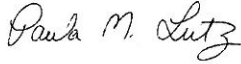
College of Arts and Sciences

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16 December 2016

MEMO

TO: Kate Miller
Provost/VPAA

FROM: Paula M. Lutz 
Dean, Arts and Sciences

RE: Program Review for the MA in German (Modern and Classical Languages): Dean's Response, 1st comment period

I am to summarize consultations with faculty, AP's, and students in this program, which occurred during the first comment period. The original program review packet submitted by the department contained a large number of letters of support from individuals (primarily current students and alumni). Since the decision to eliminate this program has continued forward, I attempted to collect responses from faculty (tenure-track and AP's), staff, students, alumni, and friends of the program through a Google Survey tool. This was sent to the DH on October 20, with a request to give the survey wide distribution.

For this program, there was one response to the on-line survey. This came from a staff member who commented that teachers across the state need graduate language courses for professional development. **The department is proposing a unified "World Languages and Literatures" M.A. for Wyoming secondary teachers which would alleviate this concern.**

This afternoon I received a departmental response to the elimination proposal. The attached letters and e-mails are identical to those submitted with the original program review packet. The comment in the cover letter from a faculty member in the division states that no case has been made for closing the program other than its small size. I will refer you to my memo of 29 July 2016 where the lack of strength in the program (no GA support, recruitment almost exclusively from within the B.A., and co-enrolled undergraduate and graduate courses) is discussed. The retention of the B.A. degree in German and my support of the proposal for a unified "World Languages and Literatures" M.A. (see above and below) answers the remaining arguments.

As is my custom, I visited each department and program in the College during the fall semester. These are opportunities to discuss any matters of concern in the department. During my visit to MCL, there was a lively discussion of strategic planning, but program eliminations did not come up during the Q&A.

It remains the recommendation of the Dean that the M.A. in German be discontinued, and that the B.A. be maintained. As described above, the Department of MCL is proposing a new degree—a unified “World Languages and Literatures” M.A. for Wyoming teachers. The Dean is supportive of this path forward, with a reduced number of graduate course offerings in German to complement that degree.

Anne M. Alexander

From: Kate Miller
Sent: Friday, December 16, 2016 9:02 AM
To: Program Review - Academic Affairs Office
Subject: FW: French Program Review Response
Attachments: Comments Addressed to Dr. Kate Miller Provost of UW.docx; MA World Languages and Literatures.docx

From: "Joy B. Landeira" <jlandeir@uwyo.edu>
Date: Friday, December 16, 2016 at 5:36 AM
To: Kate Miller <kate.miller@uwyo.edu>, "Paula M. Lutz" <paula.lutz@uwyo.edu>
Cc: Khama-Bassili Tolo <KBTolo@uwyo.edu>, Douglas Ray Reutzel <Ray.Reutzel@uwyo.edu>
Subject: French Program Review Response

Dear Provost Kate Miller and Dean Paula Lutz,

In response to the proposal for elimination of the MA program in French, and on behalf of the Department of Modern and Classical Languages, I am attaching the following two documents:

1. "Comments Addressed to Dr. Kate Miller" by Dr. Khama-Bassili Tolo, the coordinator of our French section. In it, he explains the reasons why we agree, although very reluctantly, to close the MA in French. We will concentrate our efforts on maintaining and enhancing our high quality undergraduate BA and minor in French. He has asked that these comments be forwarded to you in their entirety.
2. "MA in World Languages and Literatures" is the proposal for a combined MA that will use our existing expertise in French, German and Spanish to deliver an MA for students who will develop MA-level abilities in two languages. This MA will prepare students to teach in Wyoming's community colleges and to pursue doctoral degrees in the target languages and/or comparative world literatures. It may also serve as the basis for post-bac licensure of secondary language teachers if we are able to add the necessary pedagogical expertise and student teaching observations that will be required by the CAEP accrediting agency for teacher preparation. We are currently working with the College of Education to address this anticipated need that will result if they close their Modern Languages Teaching BA.

Since we will no longer offer the MA in French, we do ask that our proposed MA in World Languages and Literatures be supported and considered favorably as it moves through the curriculum process. I would be pleased to discuss any of this with you and answer additional questions.

Sincerely, Joy Landeira
Dept Head, Modern and Classical Languages

PROPOSAL FOR MA IN WORLD LANGUAGES AND LITERATURES
Modern and Classical Languages
December 15, 2016

The *MA in World Languages* is designed for students who have demonstrated proficiency in TWO or MORE World Languages. To be admitted to the MA in World Languages and Literatures, students must have one of the following:

BA or MA in one World Language (French, German, Russian, Spanish, or other approved language or MA) PLUS minor or proficiency (OPI Intermediate High) in a Second World Language: (French, German, Spanish) or other approved language (Chinese, Greek, Japanese, Latin, Russian).

Description: The *Master of Arts in World Languages and Literatures* combines Master's level coursework in two or more World Languages (French, German, or Spanish or other approved language). This prepares students to enter PhD programs or to teach in Wyoming Community Colleges. It also enhances knowledge and provides continuing education credits for licensed secondary education teachers.

The purpose of the MA in World Languages is to:

1. Equip candidates with Advanced world language skills in two or more languages, coupled with pedagogy training and with solid subject matter knowledge.
2. Prepare students to enter PhD programs which require advanced knowledge and proficiency in multiple languages.
3. Enhance language, pedagogical and literary skills of licensed teachers in the Wyoming public school system.
4. Prepare teachers who are able to teach one, two, or more world languages, or a world language and another subject in the Wyoming Community College system

To comply with the Higher Learning Commission regulations for teachers in the Wyoming Community College System: Upon completion of the program, the MA graduate will have earned 36 credit hours in World Languages, with 18 credits of coursework in each of two World Languages. This will allow them to teach both languages at the Community College Level.

Students who want to teach ONE World Language at the Community College level may complete the MA in ONE language, or may combine 18 hours of graduate coursework in one language with an MA degree in another subject taught at the community college level.

Students in the program will be strongly encouraged to participate in an intensive language study abroad program at the graduate level.

Minimum Degree Hours: 18 graduate credit hours in First Language (Language I) and 18 graduate credit hours in Second Language (Language II) = 36 credit hours

SAMPLE 4-semester program:

SEMESTER I—9 credits

French, German, or Spanish 4200 Intro to Research (3)

Intro to Linguistics (3)

Pedagogy of Language (3)

SEMESTER II—9 credits

French, German, or Spanish Literature Course (3)

French, German, or Spanish Advanced Language Course (3)

French, German, or Spanish Culture Course (3)

SEMESTER III—9 credits

Theory Course (3)

French, German, or Spanish Advanced Language or Literature Course (3)

French, German, or Spanish Culture or Literature Course (3)

SEMESTER IV—9 credits

Thesis Project in Language I (6)

French, German, or Spanish Literature or Linguistics Course (3)

To: Dr. Kate Miller, Provost, University of Wyoming.

Copies to: Dr. Paula Lutz, Dean of the College of Arts & Sciences

Dr. Anne Alexander, Vice President for Academic Affairs

Dr. Joy Landeira, Chair of the Department of Modern and Classical Languages

Dear Dr. Kate Miller, Provost:

Thank you very much for your message soliciting our comments on the "Recommendation for Elimination of the MA Program in French".

Before commenting, here is a little background on that subject: When I received Dr. Joy Landeira's email last August, the following was my exchange with her pertaining to the Dean's recommendations: (copied from email of August 7, 2016): "Dr. Joy B. Landeira, Chair

In the "Crisis" situation, we have to be pragmatic and flexible. Dr. Joy B. Landeira, thank you also for sharing "your IPR's-- Dean's recommendation memos", with us. Both Dean Paula Lutz and Associate Dean Greg Brown are highly Trained Scientists, who, fortunately for us, also value Humanities, Internationalization and Globalization. I respect the Dean's recommendation, which was based on data and arguments provided to her Office. We will need to concentrate our best efforts in strengthening the Quality and Excellence of our Undergraduate Program. Knowing your passion as a strong Advocate of the MA Programs, when they benefit our Teachers, I can anticipate that there will be further discussions or negotiations on that topic. Thank you very much indeed for supporting all our MCL Programs. Have a great rest of the summer, everyone! Best wishes of a speed healing process to you, Dr. Joy B. Landeira! With best regards, great esteem, friendship, and gratitude. Tolo.

From: Joy B. Landeira ; Sun 8/7, 7:20 PM

Dear Tolo and all,

I very much appreciate the sensitive and sensible approach you suggest in this message. I spoke to Dean Lutz on Wednesday to discuss her recommendation to close the French MA, and I believe that is what the provost will recommend as well. She did acknowledge the possibility of offering occasional courses at the MA level as part of a revised MA in World Languages that might be combined with other "umbrella" courses and multiple languages as we have discussed previously, so I will continue to work on alternate designs for an umbrella program as well as a summer MA program that might lead us to developing that curriculum in the future."

Dr. Kate Miller, Provost. Thank you very much again for your message soliciting our input. First of all, I would like to express my gratitude to Dean Paula Lutz for her support of the Modern and Classical Languages Programs in general, and for the French Program in particular. I carefully read her last summer recommendations sent to your Office. I found a great deal of support in the first paragraph where she described the French Program, especially in the second paragraph beginning with "The rationale for keeping this B.A. is strong". I have no argument with that. As for the MA Program's fate, that is entirely a different matter. If we were living in a dream world, I would argue that the MA Program in French should stay, but in the current crisis situation, I have elected to be realistic, and mostly

pragmatic. Should we still wish for the maintenance of the MA Program in French? Of course, in principle, we should, and we must; because our MA Program was the crown jewel of our French Section; it motivated talented students (from UW, among some who have taken our courses and have also participated in our Study Abroad Exchange Programs at the Université François Rabelais, in Tours, France, or at the Université de Strasbourg, in Strasbourg, France, or from the Summer Study Abroad Programs at the Institut de Touraine, in Tours, France, or at the Université de Basse-Normandie, in Caen, France, and six French Nationals from Universities in France) to seek a higher degree in French studies in the Department of Modern and Classical Languages. Furthermore, it is not clear if the elimination of the MA Program, be it in French, is truly cost saving. On the contrary, the University benefited, financially, by having Teaching Assistants. I would also like to express my gratitude to Dr. Joy Landeira, the Chair of the Department of Modern and Classical Languages, for having deployed considerable efforts for trying to save the MA Programs in French and German, “under the umbrella of Master of World Languages and Literatures” (provided, of course, that the initiative is approved, in the future). Everything has to be done for the benefit of our Students and our Teachers of WFLTA (Wyoming Foreign Language Teachers Association) who continue to see value in continuing the MA Programs in French and German.

Another comment: In order to produce 15 MA’s over the past 5 years, as it was stipulated in the criteria of Program Review that meant producing 3 MA’s every year, which was impossible, due to the Assistantship allocation within the Department of Modern and Classical Languages. Traditionally, there were only two GAships allocated to the French Section for every two years. With that in mind, it was mathematically impossible to produce 3 MA’s every academic year. “The 6 Graduate Degrees Completed Over 5 – Year Period” do reflect the reality of the Teaching Assistantship allocations to the French Section. Our MA Program was small but of high caliber: some of our Students have gone on to pursue and obtain Ph.D. at other Institutions of Higher Learning, others have become French Teachers either at the Community College level or at the High School level, or in the Private practice Sector. The statement, “Recruitment for the graduate program is almost exclusively from within (B.A. majors) which does not make for a strong program” does not accurately reflect the situation of our MA production efforts: if one takes just the last five years, one will see that five (one male and four females) of our MA recipients were French Citizens (recruited through our Exchange Programs and from French Universities). And also, it has been a common practice of UW to have dual-listed courses (4000 level and 5000 level). With two Assistantships every two year, one could not technically create a separate Graduate class made up of at least five students. Exceptionally, the only time that we have had four Graduate students in our classes has been when the Chair managed to get an extra MA scholarship which was granted to the Department by the generosity of Dr. Anne Alexander’s Office, at that time; and the Chair had to split some GAships and gave 2/3 to each MA student; which was a horrible headache for the Chair, especially for the healthcare coverage and tuition waiver for Teaching Assistants.

I appreciate the fact that the MCL Office, the Dean’s Office, and your Office are following the process, as mandated by the UniReg 6-43. Soliciting comments, at this stage, is a clear indication that nothing was put on automatic piloting. I also understand that the whole process will undergo examination through and by the Faculty Senate. This seems to be a constructive dialogue.

As I stated last August, “We will need to concentrate our best efforts in strengthening the Quality and Excellence of our Undergraduate Program”. Nevertheless, I do subscribe to the initiative of

Dr. Joy Landeira in her efforts to launch the “Master in World Languages and Literatures” (which will include French, German, and Spanish). I strongly support her efforts in her “proposed MA in World Languages and Literatures”. I believe that course of action is our best hope in preserving the MA Programs under some fashion. I have to stress that it is always for the benefit of our Students, and WFLTA. As for us, there is no doubt that teaching Graduate courses (even in dual-listed courses contexts) is very intellectually stimulating. It is also intellectually stimulating and beneficial for Undergraduate Students to study in dual-listed contexts. I heard Dr. Laurie Nichols voicing her support for the teaching of Humanities, when she came in as a Candidate, and after she was selected as President of University of Wyoming; that was and that is a very positive sign. If we are serious about Internationalization and Globalization, let us keep hope alive, for the Modern and Classical Languages Programs! Thank you very much indeed for your understanding and support.

Sincerely and respectfully yours,

Dr. Khama-Bassili Tolo, Ph.D. (Associate Professor of French, French Section Coordinator).

Area 1 (5)
KELLY TIAN
1/13/17

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS. AREA 1

Languages.

January 13, 2017

MEMORANDUM

TO: Stephen Bieber, Director, Academic Planning Committee; and Committee Members:
James W. Waggoner, Jr.; Casey J. Kearns; L; Lydia Dambekalns; Hertanto Adidharma;
Mark T. Byra; Melissa B. Alexander; Lori J. Terrill; Molly E. Marcusse; Brent L. Pickett;
Jaynie Rene Welsh;

FROM: Kelly Tian, Academic Planning Committee Member, From COB, Marketing & Management.

RE: REVIEW OF AREA 1, Language Arts, World, and Neuroscience Documents
In the UW Proposed Program Elimination Document

DOCUMENTS REVIEWED

- Email mandate letter, January 3, 2017 from Director, Stephen Bieber
- World (15 pages)
- Russian (80 pages)
- French (7 pages)
- German (18 pages)
- Neuroscience (15 pages)

QUEST (reordered from 1/3/2017 EMAIL, Director Stephen Bieber)

1. Recommendation Regarding Elimination
2. Alternatives to Elimination
3. Foreseeable Consequences of Program Elimination
4. Merit/Weakness of Elimination
5. Cost /Benefit Analysis of Elimination

OVERVIEW

Independence of Review. I have created this summary for review of the Academic Planning Committee. I do not know any faculty or students in the above programs. I do not hold a degree in these programs. As faculty at other institutions I have studied foreign language literature and culture by taking university courses.

Lens- Business & Innovation. I approach this from the lens of my discipline. I am in the College of Business in the Marketing and Management Department. The globalization of the market economy, deepened commitment of business to economic development as a corporate social responsibility of the private sector, and shift of innovation to "born global" products and brands, are lenses of my field from which I look at these proposed program eliminations of graduate language and culture programs. From this lens, products and services informed for language and cultural heritage internationally makes for exciting invigorating brands with global markets. The language/cultural emphases of the of proposed programs for elimination arguably have the greatest exposure to high level top quality web-based information communication technology (via language training tools) and deep cultural knowledge of

2 years
Language
BA
MA?

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS. AREA 1

literary traditions of different cultures. This is essential for quality global brand innovations and re-ignition. This type of innovation is largely work at the graduate level.

Language/Cultural knowledge is a form of "soft power." Many national economies are built predominantly on soft power as is the case for Japan and its globally disseminated anime industry. This soft power can be made more visible and palpable through highlighting its role in innovation quests.

only Russian
Lens- Ethical & Social Responsibility Perspective. The close link of language/cultural programs to disseminating ethical values inclusive of human rights to heritage, diversity, and inclusiveness are values which cannot be translated into dollars (as the emphasis of most of these proposals). Dissemination of these ethical values are a particular challenge of the state of Wyoming and much of the surrounding Western region, given the largely mono-theist, White Anglo-Saxon population. The loss of the cultural and language programs as the more active, experiential disseminators of these values leaves the UW diversity web as a large open weave rather than tight secure web of diversity support.

Lens-Cultural Studies. I am familiar with inter-disciplinary field of cultural studies, as within marketing science, this is a large area of academic contribution. The representation of these graduate programs as "language" undermines their most valuable content. Most all (at least at a national academic level) offer literary depth on the cultural lessons learned from periods of colonialization. These historical discourses are the lessons that today call for seeking the value and insight of indigenous cultures and their ways of life, as opposed to imposing Western values and cultures.

View on Neuro-Science.

Neuro-science would seem at first not to fit in Area 1 with the Language Programs. My research experience show that one overlooked link is the role of this field in understanding how language (text, pictorial, auditory) is processed in the brain. Some formats are more readily digested by the brain than others. Related to the "Alternative Proposal" area, students with culturally specific expertise related to how the brain processes this information are in a unique position to create web-based innovations for global brands.

Yes
Missing Information Are there other graduate language programs which are not being proposed as elimination targets? In Spanish? In Mandarin?

Why are the Deans of these areas recommending discontinuation? I'm not understanding this in lieu of growth strategies. - *exercise was to eliminate*

RECOMMENDATION

BA kept
I recommend the language programs (French, German, and Russian) be kept in tack, with unifying webbing networks and with full course offerings by means of fast tracking enrollment through repositioning and partnering at no added cost. This is detailed in the alternative proposal in this document.

The underlying premise is that Language & Cultural studies are essential expertise assets in the supply chain of global business innovation and entrepreneurial expertise. The College of Business and Language Arts in a collaborative arrangement can bolster the enrollment in programs and visibility of their value. This offers the benefit of honoring the many voices of over a dozen academic areas that wrote letters against program elimination on the grounds that language programs offer essential foundational knowledge toward their respective programs' aims.

lower level

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS. AREA I

The faculty letters such as those from Rebecca Steel state that the cited reason for elimination is that the courses do not meet the metric of 5 students per course offering. The letters in opposition to elimination also note the positive alignment of the language/cultural graduate programs with the UW internationalization, which was initiated prior to the Sternberg administration and guided by the A.C.E. at considerable investment of the participating faculty and administration. Letters for College of Law, Professor Emeritus Timothy Kearley notes the value of the language and cultural programs for international law, for creative insight and more generally taking part in the global economy.

I concur with the arguments made in these opposing letters that language programs are essential to preparing students for a global economy. I do though think that materializing this preparation in terms of tangible outcomes can bolster enrollment and do away with the need to eliminate the programs on cost/benefit grounds. Going beyond this, I think these programs can become beacons of global innovation enlightenment for UW. Here's an idea for how they can become so.

not MA

No

Reasons
need of →

Alternate Proposal – Reposition as “Web Innovation for Global Brand Community Building”

My alternate proposal is to keep the language programs by creating unifying goals across them to bolster enrollment and perhaps earning income. To my knowledge, there is no International Business program here at UW with a global brand community focus. The Global Area Studies which offers a Bachelor's in International Studies to my knowledge also does not have a global brand innovation focus. Those related programs that exist nationally at other flagship state institutions are not oriented toward deep understanding specific cultures' linguistic, literary, cultural aesthetics and customs. These are great resources for creating international brands of goods and services. So the positioning gap in the academic market is to create a hybrid of sorts – a predominantly Language/Cultural program that uses this expertise to serve the business world, helping them to become more sensitive, ethically responsibility corporate citizens through internationalization. Three goals of crafting unifying leveraging points would be the following.

Goal 1. Repositioning as Societal Innovation Service in Internationalization

Goal 1. Step 1.

The first step of goal 1 would be to re-align program perceptions from “individual enrichment” (a leisure pastime) to “societal service” and from “precarious or singular job prospects in teaching” to “hot job marketing arena in global brand marketing.” This backs up the more ephemeral dispersed recognition that language programs prepare students for a global society. This perception addresses the comments of the public (see Rolf Skoetech Oct. 10 2016 email to Provost Kate Miller: “unless there are multiple career paths that require these bachelor's degrees I vote to eliminate them along with the master's degrees”).

KELLY TIAN
1/13/17

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS. AREA I

Monday, December 19, 2016 at 6:54:38 PM Mountain Standard Time

Subject: Program eliminations
Date: Monday, October 10, 2016 at 11:07:45 AM Mountain Daylight Time
From: Rolf Skoetsch
To: Program Review - Academic Affairs Office

Dear Ms. Miller.
Congratulations to UW's Management team for considering public input for what goes on at our university. After reading in the Cheyenne paper that a recommendation exists to keep the bachelor's degree programs in German and French, I ask Why? How many civilian occupations require degrees in either of these languages. Most of Europe is so well versed in English that it seems like it is everyone's second language. Just watch BBC News programs where reporters interview the folks on the street, in all corners of the world, and notice the fluency of their English.
Unless there are multiple career paths that require these bachelor degrees I vote to eliminate them along with the masters degrees.
It appears to me that education in the Arabic languages as well as Chinese would be more in line with where this country's interaction with foreign nations is headed, possibly requiring more trained folks in the labor pool.
Regards, Rolf Skoetsch.

I offer that in light of continued tough economic times, demonstrating direct path from programs to job skills and employment is essential. Otherwise they seem a luxury. Another citizen, and UW graduate, Sarah Hoffdahl, who in contrast is saddened by the prospect of program elimination, asks why sports programs are not being eliminated.

Monday, December 19, 2016 at 7:03:06 PM Mountain Standard Time

Subject: Degree Elimination
Date: Thursday, September 22, 2016 at 9:34:54 PM Mountain Daylight Time
From: Sarah Hoffdahl
To: Program Review - Academic Affairs Office

As a Spanish language graduate of UW in 2008, I am deeply saddened by the proposed cutting of degree and educational pursuits. Why are these areas being cut, when sports programs have not been considered? As the only University in the State, it is wildly irresponsible to cut intellectual pursuits and not consider other non-academic sports programs that could be used to fund established educational programs. If these are cut, future students will be affected, not to mention staff. UW is the only University in Wyoming. Academia must be of the utmost importance and we are doing our students, the local Wyoming communities, and global community a disservice if we can't offer and provide a wide range of studies and programs. By limiting educational pursuits, we are heading down a dark path from enlightenment to restricting enlightenment. Please reconsider.

Respectfully Submitted,
Sarah Hoffdahl (Schlicting)

The difference between sports and language programs are that the former has been well documented to generate resources in dollar donations to the university. These are insights – to

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS. AREA I

repositioning. A repositioning solution ideally would offer return to public investment in the way of clear job skills and career paths and income generation.

The path to get there. To build from Mr. Ewing's comments, language and culture are about "our lives." They "leave an indelible mark on worlds of art, poetry, geography, fashion and design." AS Mr. Ewing's comments suggest, there is much marketing of language and culture in the brands of the hospitality and tourism industry, locally in Wyoming, and of course globally.

From: Charles Ewing [mailto:cewing@caspercollege.edu]
Sent: Monday, May 09, 2016 4:02 PM
To: Laura Ann DeLozier <DeLozier@uwyo.edu>
Subject: Letter of Support for French and German

To Whom It May Concern:

I sincerely hope that the University of Wyoming will continue to support its programs in French and German in the future; one need only look at economic and demographic data to understand the important roles these languages still play in our world!

The German economy is the world's 4th largest (by GDP) and Germany is 2nd only to China in terms of export volume. Germany also plays an increasingly important political role in the European Union and in guaranteeing fiscal stability in the European (and world) economies. Besides all this, there are more Wyomingites of German ancestry than of any other heritage group; the German language is a part of our history and our state's only university should be able to preserve this cultural inheritance. To quote John Steinbeck in *The Grapes of Wrath*: "How can we live without our lives? How will we know it's us without our past?"

As for French, many demographers predict that because of expanding populations in francophone Africa, the French language will become one of the most spoken in the world within our lifetimes. French has also left an indelible mark on the worlds of art, poetry, geography, fashion, and design, to name only a few! By some estimates, 30% of our English vocabulary has French roots, meaning that even a basic understanding of French can improve a student's capacities in English. Indeed, had it not been for the influence of French on our language, it would be impossible to write the program review that you have been charged with completing! The relevance of French to Wyoming is also indisputable. Parts of Wyoming once belonged to the French empire and were bought under the Louisiana Purchase, and place names like Belle Fourche, Gros Ventre, and Grand Tetons all bear witness to an enduring French connection. Each time I visit our state's beautiful parks (many with French names!) in summer, I hear French spoken and am reminded of the importance of Wyoming's tourism industry and the pertinence of good communication and foreign language skills.

Applying and extending Mr. Ewing's insights, the needed repositioning can be done by applying literature and language skills toward creating new web based service platforms that support creation of global brands and global business interactions for businesses seeking international consumer audiences, as well as potential government and NGO clientele. The hospitality and tourism industry would be a key benefactor here using these innovations, but many other industries as well that seek to build global brands.

The newly created web based services would allow mid-sized and small companies seeking to go global to have access to the same expertise that mega-companies do in-house or by way of expensive boutiques. For example, think of the many airb&b consumers who would like to customize their home postings with a welcoming translation for foreign travelers. Think of the local Wyoming resident who creates an innovation for hiking or fishing or skiing. Could they market these in Russia or Germany? What about the academic journal that would like abstracts or

First 2
years, but
BA?
or MA

BA at most

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS, AREA 1

translations for international audiences? The independent film making industry and edutainment industry is booming due to stock.com companies that sell visuals, video stock and sounds. There is a gap in language sounds and expertise on cultural rituals that could effectively be “stocked.” If a film maker wants to make a movie where a Russian slang expression is needed or a reference to a cultural idiom, conceivable could source these on a stock.com if students created one. Possibilities abound in every industry. So there is community impact in the state in terms of bolstering global entrepreneurial capabilities.

Reconfigure requirements to allow graduate students with expertise in languages (e.g., Arabic, Mandarin, Japanese, Hindi, Spanish etc.) to receive a degree even though course instruction is not offered (through perhaps agreed comparable plans of independent study). This will aid the overall reputation and positioning by expanding beyond European origins. This also opens doors to cross-cultural innovation as many of these will be international students who have experienced consumer offerings across cultures and understand how to mix their attributes toward innovation.

Goal 1. Step 2.

Create a list of valuable Web-based Service innovation examples to promote to students.

Examples include:

- Web-based brand name translations services
- Web based stocks of stories categorized by culture that use literary heritage and traditions for use by global brand marketers
- Brand characters and aesthetics categorized by culture that likewise build from local cultures for use by global brand marketers
- A data base of brand characters, stories that businesses can subscribe to in order to create global brands (this would be like stock.com companies that host photographs or audio clips)
- A data base of metaphors used culturally to add in highly customized international promotion creation (what are the weather metaphors – equivalent in English of “A storm is brewing” what are the stress metaphors (e.g. in French “passing a white night” for not sleeping, etc.).
- A data base of culture categorized nature sounds, rhythm, local instruments and music; (e.g., collaboration with Vocal arts to create data bases of folk or opera songs in original languages
- A data base of common interactional expressions as sound loops to use on global brand web sites.
- A data base of meanings of colors in different cultures
- A data base of dining etiquette in different cultures
- Custom branding consultation services such as foreign language/culture interactional ritual services offered to the business community (again in an online format – developed tutorials, custom work, custom presentations and speeches)
- Custom Problem solving web services (eg. If I want to launch a Mobile app in Africa in French language, what should it look like, sound like, and how does mobile app delivery work in Africa; does the exotic ring better than the local for the targeted culture).
- Government web site refinement is also an option. The STEPS program of the US Department of State and US Embassy offers threats of the extraordinary type. What other

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS. AREA I

cautions or public health and safety tips would those steeped in the culture suggest to new travelers. Perhaps a data bank could be created.

Goal 1. Step 3.

Re-brand the Program as Double Degree or Hybrid Degree

- One in the language/cultural area (M.A. in French, or German, or Russian)
- A second “*Innovation in Global Brand Community Building Services*”
- Or “Language and Sustainability”
- Those who take the newly proposed Neuroscience “option” or “concentration” could claim other titles of area emphasis “Neuroscience Informed Global Branding”

Goal 2. Tangible USPTO Certified Product of the Degree Program

Goal 2. Step 1.

Create a program component requiring innovation toward patented or copyrighted products that draw from language/cultural studies’ expertise

- All of the ideas in (1) plus
- E.g. review of online language translators to create better ones for brands
- Creation of language/culture exchanges to serve the NGO community (hosting customs, traditions, etc. to be considered in working in emerging economies (French language African nations).

Goal 2. Step 2.

Provide necessary guidance to graduate students to achieve the global innovation service requirement.

- As an incitement to innovation include volunteer service oriented components where students are placed in companies or with NGOs needing the language and cultural skills for their global pursuits. In the Russian Program they are participating in the Saratov Program. This is wonderful They should bring something back in the way of innovative ideas. How is transport, health, public safety different in ways that could inform mobile apps for this – a benchmarking system for public safety. Perhaps the contribution is in music, or the arts and how this is infused in the public arena in a country different from the U.S. Maybe they could keep a blog while gone for the purpose of creating innovations.
- Create a program component requiring innovation toward USPTO patented or copyrighted products that draw from language/cultural studies’ expertise
- Formally or loosely arrange so that graduate students have these additional skills:
 - Basic graphic design (to create visual presence of their ideas) (3 hours)
 - Web design skills (as a space to present innovations) (3 hours)
 - Innovation course (3 hours) or alternatively, have them compete in the \$30K Entrepreneurship competition of the Business School and position innovations as “sustainability” (as they advance diversity and inclusiveness)

Goal 2. Step 3.

Track generation of copyrighted and patented service innovations. This will address any future risks of program elimination.

- Provisional patent
- Design patent

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS, AREA 1

- Business innovation patent

Goal 3. Ramp up Enrollment Through Partnerships

- Collaborative reciprocal course arrangements with the business college
- Collaborative reciprocal course arrangements with hospitality and tourism.
- Collaborative reciprocal course arrangements with graphic design & maybe IT Open graduate classes to cross listings for undergraduates who have basic language pre-requisites.
- Open courses to undergraduates who have language expertise
- Create courses with dual language texts to draw in business students who seek to develop global branding expertise

not
MA

FORESEEABLE CONSEQUENCES OF PROGRAM ELIMINATION

Undermining Cultural Moral

If the right to one's cultural heritage is a human right, as argued in many NGO discourses, honoring this (contra colonialization pressures) seems to require some understanding of how other cultures are different in admirable ways. To lose this undermines the moral of many faculty and students who embrace internationalization from a value of diversity perspective.

Undermining Needed Expertise for Business Development

The proposed elimination documents evidence blind spots, in suggestions that the "purposes" of the various language programs are to prepare licensed K-12 and Community College teachers in the state of Wyoming.

The language and cultural studies programs at the graduate level are essential for global business innovation. They are essential for participation in NGO communities that advance societal good. The latter in my opinion is a shared responsibility across flagship state universities in the nation.

Undermining of International Influence of UW Programs

Loss of Participation of the State of Wyoming in International Business & NGO Communities

- Retrenchment from Internationalization Vision Fulfilment of the UW and Wyoming Community
- Loss of career placements in Energy Sector, whose Corporate Social Responsibility employment and initiatives require individuals with extensive language and cultural expertise (usually recruited from the NGO community which in turn recruits largely from graduate language/culture and economic development programs), per conversations with Gary Fisher, former CSR Director, Chevron.
- Loss of career placements from Wyoming in the global NGO community, where language/culture expertise are critical.
- Loss of graduate programs closest aligned to economic development

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS. AREA 1

- Loss of foundational courses and expertise for innovation of global brands and their essential products and services
- Loss of foundational courses for learning how to build globally relevant web-presences of businesses and nongovernmental organizations

Diminishing in-house growing of PhD applicants in UW Programs

where Cultural Expertise Matters

- Loss of top human resources (graduate students and faculty) with abilities to create diversity sensitivity in society
- Loss of potential globally minded scholars for entry into PhD programs where language skills are valued (e.g., Marketing & Sustainable Business Practice) (noted in the World Language Program Document as a Purpose)

WEAKNESS OF ELMINATION

Other Weaknesses of Elimination Beyond others Already Stated

- Other UW areas besides business, claim in letters to be adversely impacted by the loss of graduate language programs
 - History (noted by Jeffrey Means, History Chair and Rachel Sailor, Associate Professor History)
 - Geography (noted by William Gribb, Geography Chair)
 - Vocal Performing Arts (Katrina Zook, Vocal Arts Area)
 - Global Area Studies (David Messenger, Professor and Program Director)
 - Secondary Education (Kate Welsh, Dept. Head)
 - Modern Languages (Jason Hendryks, Professor)
 - Community Leaders (Laramie City Council, Professor Emeritus, Klaus Hanson)
 - Wyoming-School Partnership (Audrey Kleinsasser, Professor and Director)
- Stakeholders outside of UW also voice dissent
 - Jaime Basham, Wyoming Foreign Language Teacher's Association (Spanish Teacher)
- Security – Historically Russian students were placed in security occupations. This may be renewed with recent news of IT interference in elections.
- Missing the Value of Uniqueness – Unique programs and training lead to special expertise (As is the case with the Russian program). Americans with appreciation and understanding of a culture that is not studied by the masses is an opportunity for visibility – if properly promoted and linked to visible outcomes.
- Missing the Peer Institution Relative Comparison – as some of the letters in opposition note – comparison of class size data with peer institutions is perhaps a better metric than on applied across academic colleges and departments.
- Flexibility to Accommodate Student Challenges – the MA in Neuroscience, falls into this category where students could have extenuating circumstances that preclude getting a PhD.
- The only merit appears to be cost savings in dollars. The cost that cannot be readily or easily estimated, but which nonetheless financial, is the cost of continually replacing faculty and students who leave due to a culture that expresses no or little value for international interests.

do it

KELLY TIAN
1/13/17

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS, AREA 1

There could be repercussions in lost business relationships, to the extent the view of the institution becomes one of a local city and state level influencer rather than one seeking to participate in a global community.

REVIEW OF UW PROGRAM ELIMINATION PROPOSALS. AREA I

COST/BENEFIT ANALYSIS OF ELIMINATION

SUMMARY COST DATA PROVIDED IN PROPOSALS 14/15 Time Period

DEPARTMENT	Direction Instructional Expenditure	Per Student FTE	Per Degree	Courses Under UW Minimum	#Graduates* #Enrolled
World					
Russian*					14 (didn't see)
French*	\$1,888,419	\$5,456	\$52,456	18	6 2
German*	\$1,888,419	\$5,456	\$52,456	18	4 10
Neuroscience***					7 in 4 years 2

*Course financial data is not disaggregated by degree and thus is the same

*Dean recommends elimination in a all three cases

**#Graduates is reported for last 5 year period

***Neuroscience is considered the default degree for students dropping out of the PhD program. This program is recommended for elimination by the Dean but to be replaced with a Neuroscience concentration or option, or an M.S. in zoology

NO
Unit,
not language

Joy –

As chair of the Academic Planning Committee I have been tasked with reviewing all proposed program eliminations and proposals for new programs.

A sub-committee of the APC was created to consider the three proposed program eliminations and the proposed program creation in modern languages.

After reviewing all of the materials associated with these programs and after our discussion, a few questions were raised.

If possible I would like your perspectives on these questions. I would be willing to meet with you to discuss these questions and the issues they present, or if you wish simply provide me your responses via email. My schedule is tight, but I do have several times available for meetings.

Thanks for your consideration of this request.

Steve

Here are the questions. [There are several, but most can be answered very quickly.]

Russian

1. Joe indicates that he can offer the entire BA degree in Russian with assistance in two extra courses a year. Given that you indicate that 2-3 faculty are needed to offer the BA in French and in German, it would seem that this is not possible. Is it possible? And if so, how?
2. Joe has expressed a willingness to teach extra (overload) to see that the program can be retained. Would this overload be no cost or would he expect additional compensation? Is this possible over the next 5 years should no additional resources be allocated to Russian?
3. There is an alternative to Plan B (threat of retirement plan). I would not like to see Joe leave UW, but if he did, would it be possible to replace him with another APL willing to offer the coursework through the minor in Russian?
4. The claim is made that the Russian major (30 hours above 2030) can be offered at the same cost as the Russian minor (18 hours above 2030). How is this possible? [It seems like a difference of 4 courses to me.]

French/German MA Eliminations

1. The claim is made that the MA can be offered without any additional cost beyond the MA. How is this possible? [Although most of the graduate offerings are dual listed with undergraduate counterparts (4000/5000), there are courses that are only taught at the 5000 level.]

2. If it only takes 2-3 FTE to offer the MA, then it is reasonable that the MA could be offered at 3 FTE. However, my guess is that the elimination of the MA degree opens the door for the dean to not replace the next retirement or resignation in French and/or German. What are your thoughts here?

3. I do not know if it is possible to reassign faculty within your unit, but would it be possible to "permanently" reassign Ekaterina to ½ time French and ½ time Russian?

World Language MA Proposal

1. It seems that this proposal is supported by the Dean of A&S. Is this true?

2. It seems that the success of this MA program would require the successful Spanish MA program to convince some of its MA majors to shift to this new program. OR ARE YOU RECOMMENDING the elimination of the Spanish MA degree also? Without drawing from the Spanish program, would the World Languages MA be simply the combination of two under enrolled MA programs into a new under enrolled MA program?

3. For the World Languages MA program, all we were provided was a 2 page proposal and an unconnected survey of high school students. The proposal did not include any projected enrollment information nor did it include any indication of possible resources (personnel, etc.) necessary to offer the program? Could you provide these?

French MA

- a. If the program is eliminated, what are the "gains?"
 - Allows for opening of "World Languages" MA, which fulfils similar requirements, but offers a broader perspective

- b. If the program is eliminated, what are the "losses?"

- c. What is the "benefit" of eliminating the program?
 - Not really a benefit, but no staff would be lost. The BA program would remain and study abroad opportunities would still be available to undergraduates.

- d. What is the "cost" of retaining the program?
 - Not having enough funding, perhaps, to create the "World Languages MA"

- e. Preliminary thoughts on whether the program should be eliminated, should be retained, or should be offered a course of action prior to a decision of elimination or retention.
 - Eliminate. This MA program has had so few graduates in the past 25 years that it hardly seems worth it. Instead, we should free up faculty and funds to create the "World Languages MA" which could potentially serve a larger group of students.

- f. After reading the materials, are there questions that you would like to see answered before a. through e. can be addressed?

German MA

- a. If the program is eliminated, what are the "gains?"
 - Allows for opening of "World Languages" MA, which fulfills similar requirements, but offers a broader perspective.
- b. If the program is eliminated, what are the "losses?"
- c. What is the "benefit" of eliminating the program?
 - Not really a benefit, but no staff would be lost, as the BA program would remain. This also allows for a more centralized masters program that encompasses multiple languages, and still fulfills
- d. What is the "cost" of retaining the program?
 - Not having enough funding, perhaps, to create the "World Languages MA"
- e. Preliminary thoughts on whether the program should be eliminated, should be retained, or should be offered a course of action prior to a decision of elimination or retention.
 - Eliminate. This MA program has had so few graduates in the past 25 years that it hardly seems worth it. Instead, we should free up faculty and funds to create the "World Languages MA" which could potentially serve a larger group of students.
- f. After reading the materials, are there questions that you would like to see answered before a. through e. can be addressed?

Could looking at recruiting from outside sources be something that could save, not just this program, but the French and Russian masters as well?

To: Dr. Kate Miller, Provost, University of Wyoming.

Copies to: Dr. Paula Lutz, Dean of the College of Arts & Sciences

Dr. Anne Alexander, Vice President for Academic Affairs

Dr. Joy Landeira, Chair of the Department of Modern and Classical Languages

Dear Dr. Kate Miller, Provost:

Thank you very much for your message soliciting our comments on the "Recommendation for Elimination of the MA Program in French".

Before commenting, here is a little background on that subject: When I received Dr. Joy Landeira's email last August, the following was my exchange with her pertaining to the Dean's recommendations: (copied from email of August 7, 2016): "Dr. Joy B. Landeira, Chair

In the "Crisis" situation, we have to be pragmatic and flexible. Dr. Joy B. Landeira, thank you also for sharing "your IPR's-- Dean's recommendation memos", with us. Both Dean Paula Lutz and Associate Dean Greg Brown are highly Trained Scientists, who, fortunately for us, also value Humanities, Internationalization and Globalization. I respect the Dean's recommendation, which was based on data and arguments provided to her Office. We will need to concentrate our best efforts in strengthening the Quality and Excellence of our Undergraduate Program. Knowing your passion as a strong Advocate of the MA Programs, when they benefit our Teachers, I can anticipate that there will be further discussions or negotiations on that topic. Thank you very much indeed for supporting all our MCL Programs. Have a great rest of the summer, everyone! Best wishes of a speed healing process to you, Dr. Joy B. Landeira! With best regards, great esteem, friendship, and gratitude. Tolo.

From: Joy B. Landeira ; Sun 8/7, 7:20 PM

Dear Tolo and all,

I very much appreciate the sensitive and sensible approach you suggest in this message. I spoke to Dean Lutz on Wednesday to discuss her recommendation to close the French MA, and I believe that is what the provost will recommend as well. She did acknowledge the possibility of offering occasional courses at the MA level as part of a revised MA in World Languages that might be combined with other "umbrella" courses and multiple languages as we have discussed previously, so I will continue to work on alternate designs for an umbrella program as well as a summer MA program that might lead us to developing that curriculum in the future."

Dr. Kate Miller, Provost. Thank you very much again for your message soliciting our input. First of all, I would like to express my gratitude to Dean Paula Lutz for her support of the Modern and Classical Languages Programs in general, and for the French Program in particular. I carefully read her last summer recommendations sent to your Office. I found a great deal of support in the first paragraph where she described the French Program, especially in the second paragraph beginning with "The rationale for keeping this B.A. is strong". I have no argument with that. As for the MA Program's fate, that is entirely a different matter. If we were living in a dream world, I would argue that the MA Program in French should stay, but in the current crisis situation, I have elected to be realistic, and mostly

pragmatic. Should we still wish for the maintenance of the MA Program in French? Of course, in principle, we should, and we must; because our MA Program was the crown jewel of our French Section; it motivated talented students (from UW, among some who have taken our courses and have also participated in our Study Abroad Exchange Programs at the Université François Rabelais, in Tours, France, or at the Université de Strasbourg, in Strasbourg, France, or from the Summer Study Abroad Programs at the Institut de Touraine, in Tours, France, or at the Université de Basse-Normandie, in Caen, France, and six French Nationals from Universities in France) to seek a higher degree in French studies in the Department of Modern and Classical Languages. Furthermore, it is not clear if the elimination of the MA Program, be it in French, is truly cost saving. On the contrary, the University benefited, financially, by having Teaching Assistants. I would also like to express my gratitude to Dr. Joy Landeira, the Chair of the Department of Modern and Classical Languages, for having deployed considerable efforts for trying to save the MA Programs in French and German, “under the umbrella of Master of World Languages and Literatures” (provided, of course, that the initiative is approved, in the future). Everything has to be done for the benefit of our Students and our Teachers of WFLTA (Wyoming Foreign Language Teachers Association) who continue to see value in continuing the MA Programs in French and German.

Another comment: In order to produce 15 MA’s over the past 5 years, as it was stipulated in the criteria of Program Review that meant producing 3 MA’s every year, which was impossible, due to the Assistantship allocation within the Department of Modern and Classical Languages. Traditionally, there were only two GAships allocated to the French Section for every two years. With that in mind, it was mathematically impossible to produce 3 MA’s every academic year. “The 6 Graduate Degrees Completed Over 5 – Year Period” do reflect the reality of the Teaching Assistantship allocations to the French Section. Our MA Program was small but of high caliber: some of our Students have gone on to pursue and obtain Ph.D. at other Institutions of Higher Learning, others have become French Teachers either at the Community College level or at the High School level, or in the Private practice Sector. The statement, “Recruitment for the graduate program is almost exclusively from within (B.A. majors) which does not make for a strong program” does not accurately reflect the situation of our MA production efforts: if one takes just the last five years, one will see that five (one male and four females) of our MA recipients were French Citizens (recruited through our Exchange Programs and from French Universities). And also, it has been a common practice of UW to have dual-listed courses (4000 level and 5000 level). With two Assistantships every two year, one could not technically create a separate Graduate class made up of at least five students. Exceptionally, the only time that we have had four Graduate students in our classes has been when the Chair managed to get an extra MA scholarship which was granted to the Department by the generosity of Dr. Anne Alexander’s Office, at that time; and the Chair had to split some GAships and gave 2/3 to each MA student; which was a horrible headache for the Chair, especially for the healthcare coverage and tuition waiver for Teaching Assistants.

I appreciate the fact that the MCL Office, the Dean’s Office, and your Office are following the process, as mandated by the UniReg 6-43. Soliciting comments, at this stage, is a clear indication that nothing was put on automatic piloting. I also understand that the whole process will undergo examination through and by the Faculty Senate. This seems to be a constructive dialogue.

As I stated last August, “We will need to concentrate our best efforts in strengthening the Quality and Excellence of our Undergraduate Program”. Nevertheless, I do subscribe to the initiative of

Dr. Joy Landeira in her efforts to launch the “Master in World Languages and Literatures” (which will include French, German, and Spanish). I strongly support her efforts in her “proposed MA in World Languages and Literatures”. I believe that course of action is our best hope in preserving the MA Programs under some fashion. I have to stress that it is always for the benefit of our Students, and WFLTA. As for us, there is no doubt that teaching Graduate courses (even in dual-listed courses contexts) is very intellectually stimulating. It is also intellectually stimulating and beneficial for Undergraduate Students to study in dual-listed contexts. I heard Dr. Laurie Nichols voicing her support for the teaching of Humanities, when she came in as a Candidate, and after she was selected as President of University of Wyoming; that was and that is a very positive sign. If we are serious about Internationalization and Globalization, let us keep hope alive, for the Modern and Classical Languages Programs! Thank you very much indeed for your understanding and support.

Sincerely and respectfully yours,

Dr. Khama-Bassili Tolo, Ph.D. (Associate Professor of French, French Section Coordinator).

Rebecca Elaine Steele

From: Alysha Robison <alysharobison@gmail.com>
Sent: Wednesday, April 20, 2016 10:57 AM
To: Rebecca Elaine Steele
Subject: German Program

I attended the University of Wyoming for six years, during which time I received by BA in Secondary Education, German, and my MA in German. Since then, I have worked in a variety of positions: paraprofessional for High School Special Education, High School ESL instructor, and Estimator in Metal Manufacturing. Studying German at the University of Wyoming opened the door for me to walk this varied path. My studies taught me the value of diversity, of having an open mind towards other cultures, and reflecting on history to build a better future. Without the opportunity to learn another language and another culture, my understanding of the world would have been much more limited.

I currently work in a very small town in Oregon, where most of my colleagues are very blue-collar, uneducated, working-class people. While dedicated and hard-working, they lack the global knowledge I obtained while studying German. This causes a much narrower focus in life, and opens the door for misunderstanding of other cultures. There is a distinct lack of cultural sensitivity and global awareness. If I hadn't studied German, I would be the same way.

I know that the German program has struggled over the past few years. However, I strongly believe that this can be changed. With proper support and funding, the German Department is capable of turning this tide, and increasing enrollment. This program is vital to a diverse, global university setting, and students should not be denied the opportunity to learn this beautiful language.

From: Julia C. Obert
Sent: Sunday, May 01, 2016 4:20 PM
To: Laura Ann Delozier <Delozier@uwyo.edu>
Cc: Peter A Parolin <Parolin@uwyo.edu>
Subject: Re: request for testimonial about the important of studying foreign languages
Importance: High

In a globalized world, the idea that we can remain comfortably Anglophone and feel ourselves to be legitimate participants in civic life is naïve at best, ethnocentric at worst. In the English department, we have recently revised our major to include more course requirements in global literatures and in cultural diversity. In the College of Arts & Sciences, we have determined that Global Studies and Diversity courses represent our shared core values. It stands to reason, then, that giving our students the opportunity to study a wide variety of languages and cultures is good for their development as people, as scholars, and as citizens of the world.

In English, we find that our students become better writers in their own language when they study a foreign language, because they become more cognizant of grammar, syntax, and style. Additionally, because modern English literary traditions developed in conversation with literatures in Russian, German, and French, our students benefit hugely from continuing on in MCL beyond language courses and into studying European literatures in their original forms (rather than only being able to read significant figures like Tolstoy, Proust, and Thomas Mann in translation). Classes in German, French, and Russian literature allow our students access to a vast wealth of cultural knowledge, and they also demand that students decenter their understanding of “English literature” by putting that literature in conversation with literatures in other languages (some of which put literatures in English to shame; just look at the list of Nobel Prize in Literature recipients!)

Finally, when we teach our students critical theory (a required course in our major), we must acknowledge that the vast majority of writers whom they are studying are French or German. When students can access those materials in their original languages, our conversations are enriched hugely by students who can move between, say, French and English, and can draw our attention to linguistic nuance that is otherwise lost in translation.

We are hugely grateful to MCL for offering courses in French, German, and Russian (not least of all because many English students minor in these languages for the reasons mentioned above), and we feel that the university would be impoverished by their loss. Moreover, given that UW is the only university in the state, we have an obligation to our students and our constituents to represent *the globe* in both its historical and emergent dimensions. MCL is one of the places on campus where that happens in a responsible, coherent way. Many universities have entire departments devoted to languages & cultural/literary traditions like French or Russian, and since we do not, nor do we have a Comparative Literature department (where this instruction sometimes happens on other campuses), we must continue to support the good work that MCL is doing.

Julia C. Obert, Ph.D.
Assistant Professor
Assistant Chair
Department of English
University of Wyoming

From: Leigh W. Selting
Sent: Monday, May 02, 2016 11:36 AM
To: Laura Ann Delozier <Delozier@uwyo.edu>
Subject: FW: request for testimonial about the important of studying foreign languages
Importance: High

The faculty of the Department of Theatre and Dance are unanimous in their support of a foreign language requirement. Reasons to require theatre and dance students a second language in the undergraduate experience include increased verbal acuity and a broader/alternative base for expression (so important to performing artists), as well as a different experience in memorization (also important). Actors and dancers are trained to be curious, engaged, well-versed and educated in the the global human experience; to understand and be sensitive to people of different cultures, ages, genders, preferences etc. The performing artist is called on to be someone different than themselves over and over again in many different circumstances over the course of their career. The study of a language- its cultural, historic and behavioral evolution- is a sure pathway to creating connection and identity beyond one's own experiences. Additionally, study of a foreign language opens the door to interest and comprehension of grammar and construct in the student's native language. Lastly and specific to dance majors, the vocabulary for classical ballet steps is based entirely in French. Dance majors who pursue French as their foreign language are at a great advantage for their terminology exams, required in all levels of ballet technique classes.

| Comments on German MA program elimination

To date, no case has been made for eliminating the German MA. Such a step should only be considered for either strategic or financial reasons. Instead, a program increasingly vital in our service to the State of Wyoming to provide language teachers is proposed for elimination due solely to an arbitrary metric.

Under UW's former strategic plan, internationalization is a top priority. Until the new strategic plan is in place, we can only look to the former plan for input regarding programs and degrees. According to the UW's strategic plan UP4, the first of three main goals is to "Prepare UW graduates to compete in a global economy." UW's mission states that "we strive to have our students compete in – and contribute to – a global society by embracing critical thinking, lifelong learning, and diverse cultural perspectives." In addition, UW's Goal 3 objective 5 demands that we "recognize the value of domestic and international diversity to UW and to the State of Wyoming". In other words, internationalization has been a top priority for UW. We even celebrate internationalization with awards to students and faculty each year. In this context, it makes little sense to eliminate a program that makes a direct contribution to UW's internationalization efforts.

There are also no financial savings in the elimination of the German MA program. As the program has been run for at least a decade, there are no German-only dedicated MA courses. Instead, our students attend dual-listed courses in German with additional work and sessions provided by the respective professor without compensation. (Students also enroll in MCL-wide MA courses and MA courses offered in relevant fields outside of MCL.) Thus, eliminating the MA does not reduce the number of course offerings in German, i.e. there are no cost savings.

The sole stated reason for eliminating the German MA has been that it does not meet the metric of an average of 5 graduates per year. This seemingly arbitrary metric is necessary if such a minimum were necessary for strategic or financial reasons, but, as previously stated, neither is the case here.

Instead, the elimination of the German MA undermines our ability to serve the State of Wyoming to provide language teachers. From the stipulation of language education in the Merrill Act to the foreign language requirement for the Hathaway Scholarships and the recent addition of K-12 language instruction as part of the State of Wyoming Education requirement, educating the future language instructors for the state is paramount. Currently, most if not all of the German language instructors at the K-12 and community college level received their degrees at UW. For the past seven years, members of the German section have been actively involved in statewide efforts to improve language education through 1) the High School to College Transition Project led by the Wyoming School-University Partnership which has included articulation for high school and community college language teachers and 2) Wyoming Content and Performance Standards Review (2010-2011). These efforts help fulfill UW's Goal 3 to "expand statewide engagement to further the well-being of Wyoming citizens" and its first objective to "continue to build on existing strategic partnerships with Wyoming's Community Colleges."

The importance of offering an MA degree in German takes on additional importance since the BA in German Education is also being considered for elimination. If both programs are terminated, UW will no longer be able to provide German language teachers to Wyoming's middle schools, high schools, and community colleges. The importance of the MA degree has recently taken on an additional urgency for the qualification of community college instructors.

Attached to this document are a number of testimonials provided by UW German MA graduates emphasizing the importance of this program for their personal and professional lives as well as additional testimonials noting the importance of language learning.

Rebecca Steele, Associate Professor, German

Rebecca Elaine Steele

From: Mark W. Person
Sent: Thursday, April 21, 2016 2:03 PM
To: Rebecca Elaine Steele
Subject: Another Letter

Here's another:

Studying German at the University of Wyoming was one of the best things I have ever done. It helped me to increase my listening and memory skills, opened my mind to new possibilities, and expanded my view of the world. It had the added benefit of increasing my skills in my native language of English by increasing my understanding of grammar. It also helped me to improve my overall ability to communicate and gave me a love for other languages that I have to this day.

Jonas Slonaker

Rebecca Elaine Steele

From: Alysha Robison <alysharobison@gmail.com>
Sent: Wednesday, April 20, 2016 10:57 AM
To: Rebecca Elaine Steele
Subject: German Program

I attended the University of Wyoming for six years, during which time I received by BA in Secondary Education, German, and my MA in German. Since then, I have worked in a variety of positions: paraprofessional for High School Special Education, High School ESL instructor, and Estimator in Metal Manufacturing. Studying German at the University of Wyoming opened the door for me to walk this varied path. My studies taught me the value of diversity, of having an open mind towards other cultures, and reflecting on history to build a better future. Without the opportunity to learn another language and another culture, my understanding of the world would have been much more limited.

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I know that the German program has struggled over the past few years. However, I strongly believe that this can be changed. With proper support and funding, the German Department is capable of turning this tide, and increasing enrollment. This program is vital to a diverse, global university setting, and students should not be denied the opportunity to learn this beautiful language.

Rebecca Elaine Steele

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Jonas Slonaker

Rebecca Elaine Steele

From: Karen T <kltaboga@gmail.com>
Sent: Wednesday, March 30, 2016 1:25 PM
To: Rebecca Elaine Steele
Subject: German

Hi Becki,

I am actually not all that sure what to say myself, but I hope this helps anyways.

I studied German at UW partially because of my interest in literature and partially because I enjoy teaching it. The work I did to receive my MA has helped me tremendously to become a better writer. My main motivation to study German at UW, although I am a native speaker and also studied German in Germany, was the opportunity to teach at the same time. As a teacher I found it incredibly useful to engage not only in the experience of teaching German undergrads myself, but also to engage in discussions about language and literature with Americans and other non-native speakers in my upper division level classes. Being able to do so afforded me the chance to grow as a person and to understand how unique language instruction in Wyoming is. After my graduation I founded a German program for preschoolers in Laramie and won the WFLTA "New Teacher Of The Year 2014" award for doing so and for teaching German to young children myself. I think there is a huge interest in learning German at an early age (students and parents) in Wyoming and I wish the university could find a way to intertwine German and education in a way that UW would educate the German teachers for a future immersion program in the state. Of course, educators are not the only ones who will benefit from a strong German program. I hope the German department can modernize itself and stand strong for future challenges and the many opportunities that lie ahead. Clearly that cannot be done with a much smaller program.

Hugs to you!

Kevin Wrobetz

To whom it may concern (feel free to change this at will!):

In regard to the discussion concerning the elimination of the German major for both undergraduate and graduate levels currently taking place in the Department of Modern and Classical Languages at the University of Wyoming, I would like to express my deepest disapproval for such a course of action. As an alumnus of the Department of Modern and Classical Languages, graduating with a Bachelor of Arts in German in 2009 and again with a Master of Arts in German in 2015, I humbly implore this committee to take the time to read through this protest with all the respect deservedly granted to all graduating alumni.

I would like to inform the department head of the critical manner in which the German major has positively influenced my career path, as well as respectfully remind this committee of the ever increasing need for the vigilant protection of foreign language instruction in English speaking academic institutions, many of whom seem to falsely believe that the academic language will unchangingly remain firmly in the hands of the extended linguistic family of the English isles in a rapidly changing world driven by a dynamic global economy. Indeed, the academic language of choice was at one point none other than German, and considering the economic strength and cultural influence of Germany, this very well may be a possibility again in the future.

My academic career in the German program was so much more than instruction in the German language, than intercultural enlightenment, than analysis of literature. The German program provided me with the tools to learn how to truly integrate into a foreign culture, how to skillfully communicate with our international neighbors, and how to positively affect the unstoppable advance of globalization. Anyone can take a semester abroad, learn how to order food, and abuse hundreds of colorful colloquialisms, but it is the foreign language student who is more often than not the one who is able to walk away from foreign exchanges with meaningful connections forged to help foster grassroots

internationalization. The German program cultivated these skills in me, and instilled in me a sense of purpose: to use my knowledge of foreign language to foster internationalization.

Upon graduating from the German program with a Bachelor of Arts in 2009, I took up teaching positions in South Korea and with the JET Program in Japan. I decided to return to the University of Wyoming to earn a Master of Arts in German. After graduating for the second time from the German department, I moved back to Japan to take up another teaching position, and plan to enter Osaka University to earn a PhD in Foreign Language in Academia in 2016. I cannot underemphasize the impact that the German program has had in helping shape my global career. From my early beginnings in German language classes, the program with its masterful instructors expertly guided me onto a path that would lead to fluency in three foreign languages, and the will to impart the power of foreign language instruction onto successive generations. I cannot thank them enough, and can only hope that a brief description of the success that I have enjoyed as an alumnus of the German department will help salvage this department for future generations.

I did not enter into the University of Wyoming as a German major, and it was because my instructors and courses in the German program impacted me in such a positive way that I continued to climb my way up the course ladder. Had the option to major in German not existed, I surely would have been forced to cut my foreign language career short, and would no doubt be in a very different social position today. I humbly ask you to strongly consider the inherent worth of the German major at the University of Wyoming before you recklessly cut off one of the most important European languages from the Department of Modern and Classical Languages.

Humbly,

Kevin Reay Wrobetz



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Wyoming Department
of Education

Wyoming Education Association

Wyoming Professional Teaching
Standards Board

May 5, 2016

To: Joy Landeira, Chair and Laura DeLozier, Associate Chair
UW Department of Modern and Classical Languages

Subject: Impact of UW language programs on K-12 education in Wyoming:
French, German, Russian

Dear Joy and Laura,

I am writing to urge the continued support for bachelor's and master's level coursework for French, German, and Russian. This letter focuses particular attention on Wyoming's elementary and secondary language students and their teachers.

While Spanish and Chinese dual immersion classrooms are increasing in number in Wyoming, at the junior high and high school levels, there is clear evidence that French and German are vital. In the state's larger school districts (Cheyenne, Casper, Gillette, Laramie, Rock Springs, Sheridan), a student is able to enroll in at least four years of each language, take AP-level coursework, and participate in multiple travel- and study-abroad experiences. While Russian is less prevalent, Natrona County High School in Casper features a strong program and is likely to continue supporting that program. All of us know that parents count on schools for the kind of instructional opportunity that poises children and youth for career and civic engagement success, also deep personal fulfillment. We also know that parents with economic resources make sure their kids get whatever they need, and usually more. For a first-generation college student (Wyoming's numbers are higher than average), a solid K-12 experience in a school with a deep and rich curriculum makes a positive economic difference for those families. And, in fact, Wyoming's legislators have recognized that reality. We may need to remind ourselves and policy makers that one curricular component of Wyoming's Hathaway Scholarship program includes the completion of a high school curriculum that features two consecutive years of a foreign language. In Wyoming, that still means, for most students, French, German, and Spanish.

I will close by making another observation. For almost 10 years, I've been working closely with many of you in the Department of Modern and Classical languages to create a statewide network where postsecondary and secondary teachers might communicate and collaborate, all in an effort to understand each other's teaching lives and to better serve students. That work was been enormously successful, as evidenced by yearly institutes and the Partnership's support of UW's World Languages Day, a yearly event that brings hundreds of students and their teachers to the UW campus in Laramie. In all of this work, I have observed that the secondary language teachers are the best of the best. Their students complete AP coursework and knock academic assessments out of the ballpark. Some of those teachers enjoy National Board Certification of Teaching, the highest professional certification possible, one that's nationally recognized. Many of those teachers are UW graduates and reflect so positively on their undergraduate and graduate studies.

Sincerely,

Audrey Kleinsasser, Professor and
Director, Wyoming School-University Partnership

From: klaus hanson [mailto:klaushanson@yahoo.com]
Sent: Friday, April 29, 2016 5:37 PM
To: Laura Ann DeLozier <DeLozier@uwyo.edu>
Subject: Re: request for testimonial about the important of studying foreign languages

The United States is perhaps the only country in the developed world where learning a foreign language is not part of a mid-level education. In Europe and Japan learning English is simply required to function even in the native society. In Holland I have encountered market women at their fruit and vegetable stands, being

conversant in Dutch, English, German, and French -- yes, I observed them speaking all of these with their diverse customers. I am not sure that they could write and read these languages or talk about a wide range of subjects in them. But remember, it is usually the language of the buyer, not the seller, that is important in business, and their languages were simply utilitarian.

Perhaps the lop-sided trade deficit of the United States is at least in some part the result of people not knowing a foreign language. In earlier times, knowing a foreign language was part of an educated person. I was still tortured with seven years of Latin in the German gymnasium. Today, Germany no longer requires that at the high school level. Knowledge of a foreign language is no longer the sign of an educated person, but rather a necessity for functioning in today's global society.

Dr. Klaus Hanson
Member of Laramie City Council and Professor Emeritus, Univ. of Wyoming
PO Box C, Laramie, WY 82073
Tel: 307 721-5226 (City Hall)
E-mail: khanson@ci.laramie.wy.us or hanson@uwyo.edu
Home address: 710 Gerald Place, Laramie, WY 82070
Home Telephone 307 745 4982



May 6, 2016

Re: Importance of French and German Languages in Wyoming and the World

To Whom It May Concern,

We are writing this letter to express our complete support for the French and German language programs at the University of Wyoming. We are writing this letter as peers, colleagues, but most importantly as fellow human beings. We believe in the paramount importance of world language instruction in attaining a democratic education. You don't shut the water off at a campus because of how many people may drink from the fountains, or use the restrooms, because you know that there will always be a time when someone needs a drink of water, or has to use the bathroom. There are many reasons over the past 50 plus years which have been forwarded to highlight the importance of teaching and learning world languages. These efforts have typically been embedded in three frames: cognitive, cultural, and practical.

To recap these past efforts we will share that there have been studies showing that knowing more than one language delays the onset of dementia, that learning another language, especially a language like French or German, helps you better understand your own, that knowing multiple languages helps you with your mental flexibility. We will also say that knowing the beauty of other cultures gives you insights into the world and in yourself which you cannot realize without experiencing other cultural worldviews.

We also offer that Wyoming works with international companies from French and German speaking areas which employ over 1400 Wyomingites. There are a large number of Wyoming residents who are of German heritage and by not offering, or reducing, German language instruction you are reducing linguistic access to that heritage. German, meanwhile, is one of the most widely published languages on engineering topics in the world. Here we will note that the Department of Defense (DOD) and the Center for Disease Control (CDC) both mention the need for French speakers so they can successfully complete their current global missions. We will also comment on the over 30 place names in Wyoming which are of French origin, to which knowledge of French might help to better understand. We recap these arguments which have been made in support of world languages for decades so we can add to them.

We suggest to you here that while the above arguments are important, so too are the concepts of Freedom and Diversity in the teaching and learning of world languages. What is an education but the attempt to provide students with the freedom to think, act, and interact like world citizens? How can that be accomplished without the ability to speak languages other than our own? The other concept we would introduce here is that of diversity, specifically linguistic diversity. Every sustainable system on this planet has some form of ecological diversity to achieve balance. Balance here means providing students with a number of languages which they can choose to study, not just one or two. It means choice.

These are difficult financial times to be sure, but world languages have historically had to defend themselves from attacks which other disciplines have not had to. World languages are needed now more than ever, especially when successful global communication is such a necessity. The impact and value of languages like French and German can be seen in departments across this campus. Look at Business, Global and Area Studies, Modern Languages Education, Art, and History, to name but a few. There are overseas programs offered by this institution which take students to German and French speaking areas.

To conclude, learning a language takes times and instruction needs to be offered thoughtfully and sequentially to be effective. There are no quick fixes for language teaching and learning. The scientific measures of number and time do not, and cannot, capture the inherent value of world languages, when one word uttered at the right time in another language may not just save a life, but possibly the world. We would ask you here to think long and hard at what some short-term savings for the university today might cause in terms of long-term harms for our students tomorrow.

Sincerely,

Professor Kate Welsh, Department Head, Secondary Education
Professor Jason Hendryx, Modern Languages Education, Secondary Education



Global & Area Studies
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Phone: (307) 766-3423 • Fax (307) 766-3533
uwinst@uwyo.edu • www.uwyo.edu/intstudy

May 9, 2016

Laura De Lozier, Ph.D.
Assistant Chair, Modern and Classical Languages
Classics Section Coordinator
University of Wyoming
Dept. 3603, 1000 East University Avenue
Laramie, WY 82071-2000

Dear Dr. DeLozier:

We welcome the opportunity to write a letter in support of the continuation of the French, German and Russian majors at the University of Wyoming. As a part of the institutional review of these degrees, we think it is important to hear from other units on campus about the value of your degree programs to the campus community.

In Global and Area Studies, we administer the Bachelor's degree in International Studies. We are thus at the forefront of the broader effort to internationalize the University of Wyoming and promote global awareness and understanding as a value in postsecondary education on this campus. Language learning and language acquisition are one of the first steps in any serious internationalization curriculum, for language opens the door to cultural study and thus to cross-cultural communication. Without this, the internationalization effort is a fraud. As we expand internationalization effort to fund a wide variety of student and faculty research through the Center for Global Studies, the importance of such training is reinforced as one comes to know how these individuals came to their research- language was always a large part.

Thus, these languages are vital for our majors in International Studies. In addition to 37 credits of courses from International Studies and related departments, we require an additional 18 credits of study of a single foreign language. This fact alone means our students are an integral part of the teaching load for your faculty in Modern and Classical Languages. Our students specialize in one global thematic area and one regional concentration (Asia, Africa and the Middle East, Europe, Latin America). We ask that their language work be related to the region they study. As a result, they have the opportunity to study Chinese or Japanese in the Asian area; French or Arabic for the Africa/Middle East Area; German, French, Spanish and Russian for the European area; and Spanish for the Latin American area. The completeness of the Modern and Classical Languages Department is essential to allow our students to graduate.

Looking at this alone, the absence of French, German and Russian would devastate our work with students interested in Europe, for in reality few of them are interested in Spain and a far

greater number in France, Germany and the regions of the Eastern Europe, including Russia. It would greatly impact our students interested in Africa too, since French is one of the leading languages on the continent, and the only southern African language that we teach. Each year, of our approximately 40 freshmen students, approximately 12 pursue the European field of study and 15 or so in Africa and the Middle East. We imagine the absence of these three languages would result in a major decline in enrollment in these two regional concentrations. The result would impact our classes in those areas, such as Introduction to African Studies (INST 2240), Introduction to European Studies (INST 2280), and upper level courses in both areas.

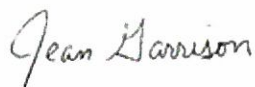
Chinese and Japanese and Arabic, as well as Spanish, of course, are equally vital to our majors and to our degree program. What we require, and what we've built our degree program around, is that our students will have a number of choices relevant to their area of study and their area of interest. We simply cannot offer an attractive and competitive degree program in International Studies without a strong language department offering many different languages of the world to Wyoming students.

The impact of course offerings cannot, and should not, be measured in majors alone. The Modern and Classical Languages Department at the University of Wyoming, as so many other humanities units, offer important and indeed vital services to other units on campus. Without a full offering of languages as currently exists, our degree will not be the same. As a unit that caters of over 145 majors each year, this greatly concerns me. Thus we fully support the retention of French, German and Russian as important and necessary degrees, and important and necessary courses, for the success of so many students beyond the majors.

Sincerely,



David A. Messenger
Professor and Director, Global & Area Studies Program
dmesseng@uwyo.edu



Jean Garrison
Professor and Director, Center for Global Studies
Former Director, Global & Area Studies
garrison@uwyo.edu

UNIVERSITY OF WYOMING

Jeffrey D. Means, Ph.D.
Associate Professor & Chair
Department of History
Mailing Address: DEPT 3198 • 1000 E University Ave • Laramie, WY 82071
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(307) 766-3198 • fax (307) 766-5192 • e-mail: jmeans4@uwyo.edu • www.uwyo.edu

May 6, 2016

President Laurie Nichols and Dean Paula Lutz
University of Wyoming, College of Arts & Sciences
1000 E. University Ave.
Laramie, WY 82071

Dear President Nichols and Dean Lutz,

Over the last several years the University of Wyoming has experienced significant financial challenges that may continue indefinitely. During such times it is absolutely necessary and right to examine the viability of University programs and structure. Under current Institutional Program Review criteria set forth by UW the Department of Modern & Classical Languages is being reviewed for Russian, German, and French. I write this letter of support for these degrees with the hope that their contributions to the University of Wyoming and the state may be fully recognized.

The Department of History has a long-standing connection to these and other languages because our profession demands competency in at least one foreign language. Our undergraduate program major requires that our students complete three (3) semesters of one foreign language, and our MA students must pass a language proficiency exam or two (2) semesters of a foreign language. We do this for two main reasons. The first involves training our students to be prepared to engage with primary and secondary sources in languages other than English, which is in most cases necessary in order to fully examine historical topics. The second reason centers on our desire to produce well rounded intellectuals who are prepared to interact with a global economy.

While many History graduates pursue post-graduate or teaching degrees, most are now entering the business world as they find that the skills our degree provides, such as critical thinking and analysis, problems solving, and superior oral and written skills, translate beautifully to almost any profession. However, the skill that often opens doors is proficiency in a second language. Our program graduates just over 40 undergraduate students and 3-5 graduate students per year, all of whom depend on these classes. Moreover, over a dozen graduate students have either taken these classes or passed their language exams over the last five years. One of our most recent MA graduates, Ross Wade, has been taking Russian language classes for the last two years. Ultimately, what I

hope to convey is that our program depends on all three of these language programs and we hope to be able to continue to offer them to our students for many years to come.

Sincerely,

Jeffrey D. Means
Associate Professor & Chair
Department of History
College of Arts & Sciences
University of Wyoming

In recent years the UW has quite properly emphasized globalization. It's absolutely true that our students need to understand other countries and cultures as part of becoming educated adults and informed voters. And while students can learn about other countries and cultures to some extent in English, that is a poor substitute for learning to speak and read other languages.

Learning another language provides an entrée into another way of thinking and viewing the world. Being able to speak with native speakers of the language and to read their newspapers and literature is the only way to truly understand their culture or country. In my years of teaching International Law and International Security Law here, I've been impressed by the sophisticated contributions made in my classes by Later Day Saints students who have done missions abroad and have had to immerse themselves in foreign languages and cultures for that purpose.

Therefore, anything the UW does to deemphasize the importance of foreign languages seems to me to be very ill-advised. If anything, we ought to be stressing their value and doing everything possible to encourage more students to study them.

Timothy Kearley
Professor Emeritus of Law
University of Wyoming
College of Law

UNIVERSITY OF WYOMING

Rachel Sailor, Ph.D.
Department of Art and Art
History
Dept. 3138; VA 103
1000 E. University Avenue
Laramie, WY 82071
(307) 766 2401

May 10, 2016

RE: Importance of Foreign Language Acquisition for Art History majors

Art History majors in the Dept. of Art and Art History at the University of Wyoming are required to take two years of consecutive (when possible) language study in order to obtain their degree. This inclusion of language in the Art History Program is not unique to Wyoming, however, and is standard in university curricula across the country. Art History is a subject that supports students who wish to go on to graduate school for eventual positions in academia. Our majors also move into arts administration (e.g. state and local Arts Councils, Humanities Councils), arts education at all levels, and other archival work in rare book libraries, historical societies and in government repositories. There is also a robust job market in museums at the local, state and national level.

The heritage of American culture and art emerges from a long and prestigious western cultural tradition. In the history of art, French and German scholars set the standards for investigative methodologies and theory. M.A. programs in art history require research level understanding of French or German; Ph.D. programs in art history require research level understanding in BOTH French and German. In addition, students of art history are expected to master the language most closely related to their area of focus. Personally, I have studied Spanish, Italian, French, and German – and use them weekly in my teaching. Most of my colleagues know Latin and many work with Greek, Russian, Chinese, and Japanese materials. Many also take on lesser known languages like Arapaho or Gaelic. Whether a student finds work in an archive, a museum or in k-12 education, a fundamental understanding of language and linguistics beyond English is essential for understanding material and communicating it to others.

I cannot express enough the importance of second or third language acquisition. I believe in it for education and vocational purposes, but I also strong believe that it is a requirement for our students to grow into effective citizens – in our local communities, in our bi-lingual country and in the increasingly global nature of our existence. In addition, as educators, I believe it to be our fundamental duty to combat mono-culturalism in order to preserve the rich heritage of the world.

Sincerely,

Rachel M. Sailor, Ph.D.
Associate Professor of Art History

UNIVERSITY OF WYOMING

Department of Geography
University of Wyoming
Dept. 3371
1000 University Avenue
Laramie, WY 82071
Voice: (307) 766-3311
FAX: (307) 766-3294

10 May 2016

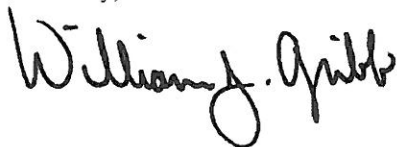
Dear Laura:

This letter is in strong support of the Modern and Classical Language department's continuation of offering courses in French, German and Russian. Geography is known for its area studies and the preparation of students in the physical, cultural and economic characteristics of the regions of the world. One component of this preparation is to make sure that the student has the background to do research, understand the people and visit the region of their choice. An essential element of being able to do research in an area is to know the language. This gives the student the ability to not only read materials about the physical character of the region, but it also provides them with a cultural context for understanding the people of the region. In addition, if the student has the ability to visit and study in the region they will be able to communicate with the local people and gain a broader understanding of what makes that region distinct and important.

It is my assumption that the language classes are being reviewed because of their low enrollments and lack of majors and minors. The Geography department believes that the mission of the University of Wyoming is to provide our students with a well-rounded education and this means to give students the ability to understand Wyoming society and economics in a global context. Thus, the students should have every opportunity to be able to learn about other regions of the world, their cultural and economic characteristics and their physical environment. Language classes provide one of those opportunities, and it would be a short-coming of the University of Wyoming not to give our students access to this component of their higher education.

Language is critical to global understanding, and the Geography Department fully supports the continuation of French, German and Russian language classes. We have always made language a requirement in our Bachelor of Arts degree and will continue to do so. Please let us know if there is anything else we can do to continue their offering.

Sincerely,



William J. Gribb, Chair,
Department of Geography

Testimonial about the importance of foreign language study for singers

Dr. Katrina Zook

Professor, UW Vocal Arts Area

Language study is an essential component to degree work in vocal performance. The vast majority of the classical vocal repertoire was composed in Italian, French, and German. While the UW Music Department offers courses that instruct proper diction in these languages (as well as Latin and Spanish), complete vocal training includes deeper immersion into language study that includes grammar, vocabulary, and comprehension, and conversation. Students who receive this training are much better equipped to artistically interpret character and poetry as they sing, and indeed, separate themselves from singers who have simply learned correct pronunciation.

Since the 1980s vocal performance practice in the US has included a purist approach to performing repertoire in the original languages of Russian and Czechoslovakian, rather than in English translation. Although this body of operatic and song repertoire was intended for the more mature voice and is often beyond the performance capabilities of undergraduates, the opportunity to be introduced to Russian during the early stages of voice training benefits students who will eventually sing this demanding repertoire.

From: Lynne K. Ipina
Sent: Tuesday, May 03, 2016 2:36 PM
To: Laura Ann DeLozier <DeLozier@uwyo.edu>
Subject: testimonial -- French

I am finishing a semester class on Mathematics History.

For the most part, VERY few of my 28 students have any fluency in another language (it seems). A couple have been on missions so that their Spanish is fluent. Undergraduate math students would never be to read a text in French, but many of the primary excerpts in upper-division texts and many of the names and places would have been more accessible and more memorable even with a semester of French. However, for those students who continue to graduate work, this basic fluency in French, including some basic reading of mathematics will prove a very convenient tool.

We've had many opportunities for student presentations, and I think students would, at this point, welcome some basic language skills in French, in part because of the recent history of North Africa, and the recent move to credit North Africans with a significant impact on ancient mathematics.

For myself, I look forward to Aug when Duolingo (<https://www.duolingo.com/course/hi/en/Learn-Hindi-Online>) will begin a Hindi language course. My purpose is the same: pronunciation and a better sense of culture and places. Arabic is another language whose rudiments would help in a science history course, and I've considered taking a first semester course at UW. I have taken both French I and Portuguese I & II at UW, and often recommend "extra" foreign language classes for my advisees planning a career outside the K12 classroom.

Kind regards,

Lynne Ipina, PhD Mathematics
Associate Professor, UW

From: Debora A. Person
Sent: Monday, May 02, 2016 1:55 PM
To: Laura Ann DeLozier <DeLozier@uwyo.edu>
Subject: RE: UW-fac: request for testimonial about the important of studying foreign languages

Hi Laura,

I am happy to respond to your request for testimonials regarding language study. I was a language major, graduating from Arizona State University with a BA in German and additional coursework in French and Spanish. The discipline required to successfully complete language coursework benefitted me throughout my career.

After graduation, I was selected into the Master's program in German at ASU where I served as a graduate teaching assistant. Next, my career path next led to libraries, where it was clear that I became a stronger candidate for library positions because of my background in languages. To employers, language degrees require hard work and commitment, very desirable qualities in young employees. I went on to receive a Master's degrees in Information and Library Services from Rutgers University. While language skills are not a general requirement for librarians, there are many areas of the discipline wherein foreign language ability is recommended: descriptive cataloging of foreign language books and other resources; creating library guides for the general public; assistance with reference questions; research projects for faculty, doctors, or other members within the specific community.

Now, as a law librarian and former member of a law school admissions committee, I can comfortably say that law school applicants with foreign language backgrounds are viewed favorably. Our own College of Law has several clinics in which language skills benefit the students: the International Human Rights Clinic, the Civil Legal Services Clinic, and the Defender Aid Clinic among them. In 2011 the Wyoming Supreme Court developed a court interpreter program that trains and maintains a roster of interpreters in a variety of languages. The need for language skills is alive and well in the communities of our state.

I wish you success in convincing the institution that languages should hold a place among the important disciplines on campus.

Sincerely,

Deb Person
Law Librarian

From: Carol D. Frost
Sent: Friday, April 29, 2016 5:06 PM
To: Laura Ann DeLozier <DeLozier@uwyo.edu>
Subject: Re: UW-fac: request for testimonial about the important of studying foreign languages
Importance: High

Laura,

When President McGinity took office he articulated three objectives to guide the university. The first was to prepare UW graduates to compete and succeed in a global economy. In his 2015 convocation remarks (<http://www.uwyo.edu/president/files/docs/convocation%209%2017%2015%20final%20for%20website.pdf>) he emphasized the importance of international experiences, including study abroad.

For our students to make the most of their experiences abroad they need to be able to communicate. Foreign language study is essential. Since many students travel to Europe, French, German, and Russian language courses need to be available.

I would also observe that study of foreign languages is an excellent way to learn more about how languages are constructed and to become more adept at using one's native language.

My biggest regret about our new USP and A&S extended core is that foreign language is not required in either. What a loss.

Carol

From: Adrienne B Freng
Sent: Friday, May 06, 2016 8:30 AM
To: Laura Ann DeLozier <DeLozier@uwyo.edu>
Subject: RE: request for testimonial about the important of studying foreign languages

To whom it may concern,

On behalf of the Department of Criminal Justice, I am writing in support of the Modern and Classical Languages Department. When the foreign language requirement was removed from the Arts and Sciences general requirements, our department initiated a discussion about whether or not we felt that learning a foreign language was an important skill that we believed our students should obtain. We answered with a resounding YES and as a result, require all of our majors to complete two semesters of a foreign language as part of our major requirements. As criminal justice professionals, our students will interact with individuals from a multitude of backgrounds, including those for whom English is not their primary language. In those situations, having even a basic knowledge of a foreign language could be extremely helpful and could assist in a variety of circumstances. Due to the large numbers of Spanish speaking individuals residing in many communities, our students often migrate towards Spanish, but especially for those that might be interested in working with federal agencies, Russian, Arabic, or Chinese have also been attractive to our

students. Additionally, we have students that are just interested in a certain foreign language or were exposed to a specific language in high school and they elect to continue focusing on those areas instead. In conclusion, we feel that the acquisition of a foreign language is extremely helpful and important for our students and serves as an indispensable element in their liberal arts education at the University of Wyoming.



From: Kenneth L Smith

Sent: Wednesday, May 04, 2016 4:50 PM

To: Laura Ann DeLozier <DeLozier@uwyo.edu>

Subject: Re: request for testimonial about the important of studying foreign languages

Laura,

The foundations of the Communication and Journalism disciplines are in America and England so I am not able to address the specific value to us of French, German, or Russian.

To whom it may concern:

When the A&S College dropped its language requirement, it was retained by the Department of Communication and Journalism because of the value that the study of a foreign language has for our students.

From a knowledge based standpoint, our department believes the study of a foreign language engages the students by requiring them to resolve the differences in syntax and structure between their primary language and one with which they are not entirely familiar. In many cases, their own language skills are enhanced by realizing the rudimentary similarities between languages with similar origins.

From a practical standpoint exposure to different languages and the cultures they serve is essential in today's shrinking world and global economy. For journalists and communicators, who have to understand issues from a worldview, the study of languages is essential to the successful performance in their careers.

In recognition of the value of the study of languages to our students, the Department of Communication & Journalism has determined that it remains critical to the education of our students.

Thank you for the opportunity to comment,

Dr. Kenneth L. Smith
Head of the Department
Communication & Journalism

From: Leigh W. Selting
Sent: Monday, May 02, 2016 11:36 AM
To: Laura Ann DeLozier <DeLozier@uwo.edu>
Subject: FW: request for testimonial about the important of studying foreign languages
Importance: High

The faculty of the Department of Theatre and Dance are unanimous in their support of a foreign language requirement. Reasons to require theatre and dance students a second language in the undergraduate experience include increased verbal acuity and a broader/alternative base for expression (so important to performing artists), as well as a different experience in memorization (also important). Actors and dancers are trained to be curious, engaged, well-versed and educated in the the global human experience; to understand and be sensitive to people of different cultures, ages, genders, preferences etc. The performing artist is called on to be someone different than themselves over and over again in many different circumstances over the course of their career. The study of a language- its cultural, historic and behavioral evolution- is a sure pathway to creating connection and identity beyond one's own experiences. Additionally, study of a foreign language opens the door to interest and comprehension of grammar and construct in the student's native language. Lastly and specific to dance majors, the vocabulary for classical ballet steps is based entirely in French. Dance majors who pursue French as their foreign language are at a great advantage for their terminology exams, required in all levels of ballet technique classes.

From: Julia C. Obert
Sent: Sunday, May 01, 2016 4:20 PM
To: Laura Ann DeLozier <DeLozier@uwyo.edu>
Cc: Peter A Parolin <Parolin@uwyo.edu>
Subject: Re: request for testimonial about the important of studying foreign languages
Importance: High

In a globalized world, the idea that we can remain comfortably Anglophone and feel ourselves to be legitimate participants in civic life is naïve at best, ethnocentric at worst. In the English department, we have recently revised our major to include more course requirements in global literatures and in cultural diversity. In the College of Arts & Sciences, we have determined that Global Studies and Diversity courses represent our shared core values. It stands to reason, then, that giving our students the opportunity to study a wide variety of languages and cultures is good for their development as people, as scholars, and as citizens of the world.

In English, we find that our students become better writers in their own language when they study a foreign language, because they become more cognizant of grammar, syntax, and style. Additionally, because modern English literary traditions developed in conversation with literatures in Russian, German, and French, our students benefit hugely from continuing on in MCL beyond language courses and into studying European literatures in their original forms (rather than only being able to read significant figures like Tolstoy, Proust, and Thomas Mann in translation). Classes in German, French, and Russian literature allow our students access to a vast wealth of cultural knowledge, and they also demand that students decenter their understanding of “English literature” by putting that literature in conversation with literatures in other languages (some of which put literatures in English to shame; just look at the list of Nobel Prize in Literature recipients!)

Finally, when we teach our students critical theory (a required course in our major), we must acknowledge that the vast majority of writers whom they are studying are French or German. When students can access those materials in their original languages, our conversations are enriched hugely by students who can move between, say, French and English, and can draw our attention to linguistic nuance that is otherwise lost in translation.

We are hugely grateful to MCL for offering courses in French, German, and Russian (not least of all because many English students minor in these languages for the reasons mentioned above), and we feel that the university would be impoverished by their loss. Moreover, given that UW is the only university in the state, we have an obligation to our students and our constituents to represent *the globe* in both its historical and emergent dimensions. MCL is one of the places on campus where that happens in a responsible, coherent way. Many universities have entire departments devoted to languages & cultural/literary traditions like French or Russian, and since we do not, nor do we have a Comparative Literature department (where this instruction sometimes happens on other campuses), we must continue to support the good work that MCL is doing.

Julia C. Obert, Ph.D.
Assistant Professor
Assistant Chair
Department of English
University of Wyoming

From: Charles Ewing [mailto:cewing@caspercollege.edu]
Sent: Monday, May 09, 2016 4:02 PM
To: Laura Ann DeLozier <DeLozier@uwyo.edu>
Subject: Letter of Support for French and German

To Whom It May Concern:

I sincerely hope that the University of Wyoming will continue to support its programs in French and German in the future; one need only look at economic and demographic data to understand the important roles these languages still play in our world!

The German economy is the world's 4th largest (by GDP) and Germany is 2nd only to China in terms of export volume. Germany also plays an increasingly important political role in the European Union and in guaranteeing fiscal stability in the European (and world) economies. Besides all this, there are more Wyomingites of German ancestry than of any other heritage group; the German language is a part of our history and our state's only university should be able to preserve this cultural inheritance. To quote John Steinbeck in *The Grapes of Wrath* : "How can we live without our lives? How will we know it's us without our past?"

As for French, many demographers predict that because of expanding populations in francophone Africa, the French language will become one of the most spoken in the world within our lifetimes. French has also left an indelible mark on the worlds of art, poetry, geography, fashion, and design, to name only a few! By some estimates, 30% of our English vocabulary has French roots, meaning that even a basic understanding of French can improve a student's capacities in English. Indeed, had it not been for the influence of French on our language, it would be impossible to write the program review that you have been charged with completing! The relevance of French to Wyoming is also indisputable. Parts of Wyoming once belonged to the French empire and were bought under the Louisiana Purchase, and place names like Belle Fourche, Gros Ventre, and Grand Tetons all bear witness to an enduring French connection. Each time I visit our state's beautiful parks (many with French names!) in summer, I hear French spoken and am reminded of the importance of Wyoming's tourism industry and the pertinence of good communication and foreign language skills.

I am privileged to teach both French and German to enthusiastic students at Casper College, many of whom desire to continue their studies after their time in Casper. It would be a true shame if I ever had to point them out-of-state to be able to pursue their language studies in robust programs. As a rural, interior state with only one 4-year university, I believe Wyoming has more reason than many places to offer a wide variety of world languages. If we prepare our students correctly for a globalized world, that world can be one of broadening, not shrinking horizons. Good, culturally-appropriate communication is of more importance now than ever, and so I hope you will consider my whole-hearted support of the French and German programs at UW in Laramie.

Merci beaucoup,
Charles Ewing

Charles Ewing
Director of International Education
Instructor of French and German
Department of World Languages
Casper College
LH 289, tel. 307-268-2849

May 5, 2016
6804 Sleepy Ridge Road
Casper, WY 82609

To whom it may concern,

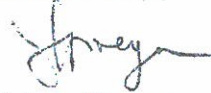
I am a student at Casper College. I am 76 years old and retired. I have taken 5 semesters of French, 3 semesters of German, and am planning to take Russian this coming fall.

I do understand that there is a budget crunch in Wyoming this year, but I hope that there will no cuts in the language departments.

I have really enjoyed taking these courses and have learned much about not only these languages, but also about the culture and history of France and Germany. I studied hard, got good grades, and felt a real sense of achievement as a result.

Thank you for your consideration.

Sincerely,



John Meyer

From: Seth Ward

Sent: Wednesday, May 04, 2016 8:12 PM

To: Laura Ann DeLozier <DeLozier@uwyo.edu>

Cc: Kristine T. Utterback <Utterbck@uwyo.edu>; Tyler S. Fall <tfall2@uwyo.edu>; Antoinette DeNapoli <adenapol@uwyo.edu>; Tammy Rashel Heise <theise2@uwyo.edu>; Mary L. Keller <MKeller@uwyo.edu>; Paul V.M. Flesher <PFlesher@uwyo.edu>

Subject: RE: request for testimonial about the important of studying foreign languages

Dear Colleagues,

I fully subscribe to the importance of language studies to our discipline in general, and to my students and program in particular.

The skills involved in all stages of foreign language acquisition go far beyond acquiring grammar, syntax, lexicon and alphabets; students develop skills at thinking about key concepts in differing cultures, and learning distinct terminology and modes of expression. Students in advanced language courses gain skills in decoding complex literary messages, enabling them to contribute mightily to my classes. These skills are crucial to Religious Studies as a discipline; we often think of the skills we develop in terms of "intercultural translation," and language skills are a necessary component.

Language study is important to our department and offers our students competitive advantage when seeking academic or professional careers. In professional terms, it is hard for me to think of pursuing a graduate degree in our discipline without French or German, and usually both. In my areas of specialization, language skills are crucial at every stage.

We at the University of Wyoming are proud that we have a world-class university. Teaching and research at advanced levels in major world languages such as French, German and Russian is part of what it means to be a first-rate university; a policy of retreating from world-class status will have negative ramification on our graduates--in all disciplines, not only languages--and for that matter on attractiveness to applicants and on faculty competitiveness in research, grants and publications.

Seth Ward